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ABSTRACT

Several intermediate performance objectives and corresponding criterion measures are listed for each of seven terminal objectives for a 6- to 9-week orientation to home economics occupations course for seventh grade students. The titles of the seven terminal objectives are Overview, Human Care Cluster, Food and Nutrition, Home Service Cluster, Clothing and Textiles, Housing and Home Furnishing, and Looking Ahead. A curriculum objective (diagnostic) test is included in the front of the manual. The appendix contains keys to tests, occupational pyramids, Future Homemakers of America (FHA) suggestions, and a bibliography. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

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ED139975

HOME ECONOMICS

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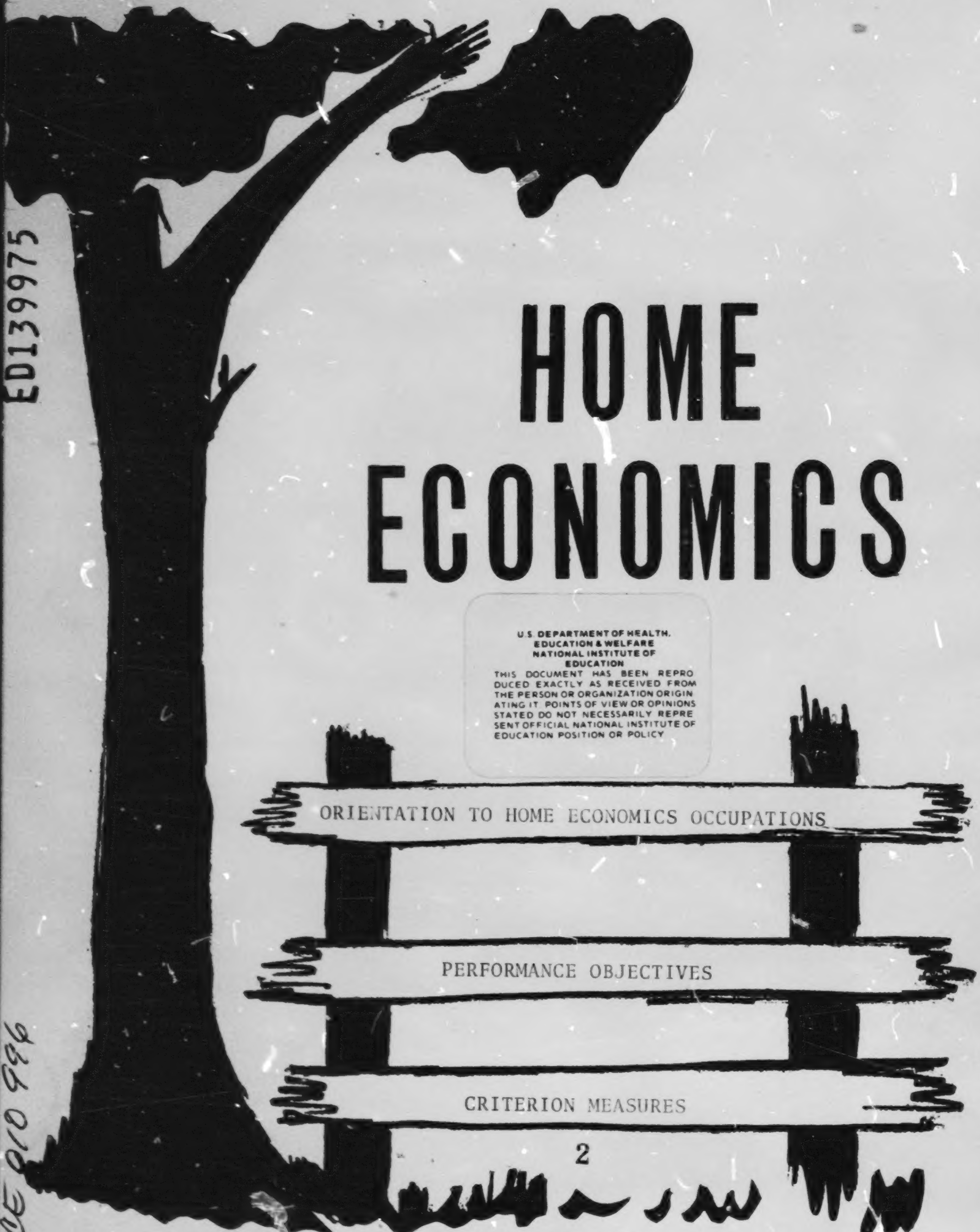

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

PERFORMANCE OBJECTIVES

CRITERION MEASURES

2

DUVAL COUNTY SCHOOL BOARD

CE 010 996

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Jacksonville, Florida

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

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(August 1974)

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

NEEDS ASSESSMENT

Our young people need:

1. To recognize the importance of making career decisions as early as possible; in order to better benefit from their educational opportunities.

2. Career education in a job-oriented society, for boys and girls, at all levels of interest and achievement.

3. Recognition of the wide variety of occupations, including the occupation of homemaking, related to home economics knowledge, attitudes and skills; available and of interest to both men and women.

4. The opportunity to survey home economics related occupations, the training required, personal characteristics necessary, job requirements, and advantages, as well as disadvantages, of each; before making elective course decisions during junior and senior high years.

5. Student performance - oriented education which allows for successful completion, at all levels of interest and achievement.

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COURSE DESCRIPTION

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

Accreditator No. 2701
Grade Level - 7th
Course Length - 6-9 Weeks

The career education course is designed for a 6 to 9 week segment of the seventh grade career orientation wheel for the middle or junior high school student.

Its purposes are:

(1) To provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles.

(2) To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for indepth exploration at the next level.

(3) To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around career development themes.

Upon completion of the course, the student will respond to a final examination (measuring achievement of 5 curriculum objectives) with at least 70% proficiency.

GOAL

To design, develop, implement and validate a student centered curriculum for Duval County Seventh grade students in Orientation to Home Economics Occupations.

This 6 to 9 week segment of the Pre-Vocational Wheel will provide for individual differences, be relevant, and develop an awareness of the occupations related to home economics.

CURRICULUM OBJECTIVE

Upon completion of this course, at least 76% of the students will be able to:

(1) describe the five clusters of occupations which utilize home economics skills, aptitudes and knowledge.

(2) exhibit an awareness of the wide variety of career opportunities in the fields of food and nutrition, clothing and textiles, housing and home furnishings, human care and home service.

(3) identify positive and negative aspects of careers in the five home economics occupational clusters.

(4) classify jobs in the home economics occupational areas according to education and training needed.

(5) designate requirements and personal qualifications for the respective home economics occupations.

Evidence of satisfactory course completion will be the student's written response to an oral or written test, with at least 76% proficiency.

Curriculum Objective Test:

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

I. OCCUPATIONAL CLUSTERS

Directions: Match the 5 occupational clusters with the skills, aptitudes or knowledge that best describes each by writing the letter of the occupational cluster beside each description of skills, aptitudes, or knowledge.

OCCUPATIONAL CLUSTER

a. Human Care

b. Home Service

c. Housing and Home Furnishings

d. Food and Nutrition

e. Clothing and Textiles

SKILLS, APTITUDES, KNOWLEDGE

____ 1. Washes hands before handling food.

____ 2. Applies knowledge of color to room decorating.

____ 3. Organizes cleaning tools to save time and energy.

____ 4. Practices sanitation skills while cleaning motel rooms.

____ 5. Understands basic human needs.

____ 6. Uses sewing skills to upholster furniture.

____ 7. Practices patience and analyzes behavior.

____ 8. Follows homemaker's instructions for preparing meals.

____ 9. Measures recipe ingredients accurately.

____ 10. Threads the sewing machine correctly.

____ 11. Uses knowledge of textiles when selling fabric.

____ 12. Enjoys helping people.

____ 13. Designs furniture to meet human needs.

____ 14. Considers budget and nutrition needs when planning menus.

____ 15. Uses laundry skills to operate a laundry.

____ 16. Uses sewing skills to repair clothing.

II. CAREER OPPORTUNITIES

Directions: Below is a list of home economics related occupations. Place the letter of each job under the appropriate occupational cluster to which it belongs.

A. Dietitian
B. Companion to Elderly
C. Day Care Worker
D. Sewing Machine Operator
E. Salad Maker
F. Fashion Designer
G. Laundry Worker
H. Florist
I. Motel Maid
J. Upholsterer
K. Waitress
L. Drapery Maker
M. Carpet Cleaner
N. Seamstress
O. House Cleaner (of homes)
P. Garment Factory Worker
Q. Caterer
R. Babysitter
S. Interior Decorator
T. Companion to Disabled

Human Care	Home Services	Housing & Home Furnishings	Food & Nutrition	Clothing & Textiles
17.	21.	25.	29.	33.
18.	22.	26.	30.	34.
19.	23.	27.	31.	35.
20.	24.	28.	32.	36.

III. POSITIVE AND NEGATIVE ASPECTS OF CAREERS

Directions: Beside each of the following job situations, indicate those which you consider advantages by writing "+" and those which you consider disadvantages by writing "0".

____ 37. Job requires living-in with an elderly person.

____ 38. Florist aide often needs to work holidays, week-ends and overtime.

____ 39. Result of food service employment is often over-weight.

____ 40. Satisfaction results from helping people.

____ 41. Dressing for the occupation of homemaking is less costly than working outside the home.

____ 42. Freedom to use creative thinking as a fashion designer.

____ 43. Failure to use correct body mechanics when moving the patient in bed causes back injuries.

____ 44. The homemaker is free to operate on a more flexible time schedule.

____ 45. Food service workers are constantly on their feet.

____ 46. Recreation worker is free to work indoors or outdoors.

____ 47. Physical and emotional demands for the child care worker may be fairly strenuous.

____ 48. The Peace Corps worker becomes familiar with another culture and language.

____ 49. The motel maid might return home too weary to enjoy her own homemaking.

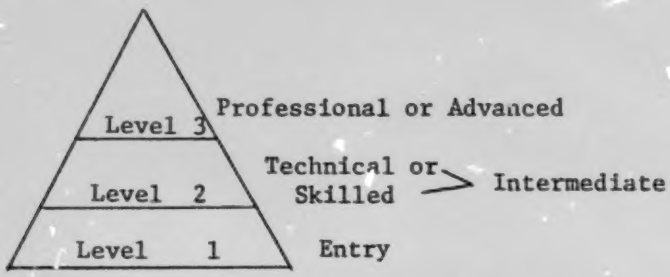
____ 50. Social welfare and public health provide opportunity to use imagination and serve others.

____ 51. Opportunities for advancement are available for qualified food service workers.

IV. POSITIVE AND NEGATIVE ASPECTS OF CAREERS

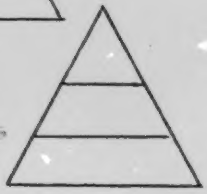
Directions: Listed under each occupational cluster are 3 different jobs, each requiring different levels of education or training. Classify the jobs by placing the letter of the job in the proper level of the Pyramid.

PYRAMID:

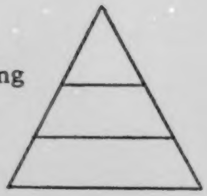

Level 3
Professional or Advanced
Level 2
Technical or Skilled
Intermediate
Level 1
Entry

52-54 FOOD AND NUTRITION
- a. cook
- b. dietitian
- c. dishwasher

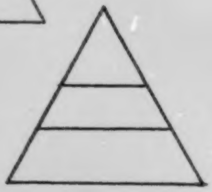
55-57 HUMAN CARE
- a. companion to elderly
- b. kindergarten teacher
- c. recreational supervisor



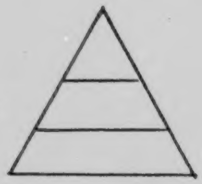
58-60 HOME SERVICES
- a. home economist demonstrating appliance use
- b. motel manager
- c. custodian



61-63 HOUSING & HOME FURNISHINGS
- a. gift wrapper
- b. upholsterer
- c. interior decorator



64-66 CLOTHING AND TEXTILES
- a. textiles designer
- b. salesperson in clothing store
- c. fashion editor



V. PERSONAL QUALIFICATIONS AND REQUIREMENTS

Directions: Below are 5 jobs, each one representing one of the occupational clusters. Under each job there is a list of possible requirements and qualifications. Determine if the qualifications are required for the respective jobs. Indicate by placing a "+" in the blank if they are necessary, and a "0" if they are not necessary.

A. HUMAN CARE: CHILD CARE AIDE

____ 67. Enjoy working with children
____ 68. Must wear very nice clothes
____ 69. Must be female
____ 70. Patience
____ 71. Physical strength

B. HOUSING AND HOME FURNISHINGS: INTERIOR DECORATOR

____ 72. Creative
____ 73. Enthusiastic about work
____ 74. Only enjoy working alone
____ 75. Good taste
____ 76. Some special training

C. FOOD AND NUTRITION: CAKE DECORATOR

____ 77. Enjoy working mostly with people
____ 78. Creative
____ 79. College degree
____ 80. Ability to follow directions
____ 81. Good hand coordination

D. CLOTHING AND TEXTILES: MODEL

____ 82. Neat appearance
____ 83. Ability to give directions
____ 84. Dependability
____ 85. Poise
____ 86. Enjoys working alone

E. HOME SERVICES: MAID

____ 87. Ability to follow directions
____ 88. Efficient use of time and energy
____ 89. Knowledge about use of equipment and supplies
____ 90. Ability for decision making
____ 91. Cheerful

COURSE EVALUATION

Directions to numbers 92 thru 97: Indicate your feelings about the following statements by drawing on the face a smile (◡), a "so-so" expression (–), or a scowl (⌒).

○ 92. People have many kinds of careers.

○ 93. Every occupation contributes to society.

○ 94. I enjoyed this course.

○ 95. I liked the way the course was taught.

○ 96. This course was helpful to me.

○ 97. I have suggestions to improve this course.

My suggestions for improving the course are:

98.

99.

100.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0

Accreditation Standard:
X-4.157 Level 1-g,j (#18)

Upon completion of a series of planned learning experiences, at least 76% of the students will describe the 5 clusters of occupations which utilize home economics skills, aptitudes and knowledge; as evidenced by correctly completing at least 17 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		1.0	(See attached)

TEST: HOME ECONOMICS OCCUPATIONAL CLUSTERS

Direction: Circle the correct words in each description of an occupational cluster.

1. For some jobs in (Home Services, Housing and Home Furnishings), an ability to adjust to another homemaker's instructions is of first importance.

2. If you think looking your best is important, think about a job in the (Food and Nutrition, Clothing and Textiles) occupational cluster.

3. People who select (Clothing and Textiles, Human Care) occupations, need to have patience and a liking for people.

4. The person who combines an interest in people with a knowledge of product construction would be suited for a job in (Human Care, Clothing and Textiles) occupations.

5. When you were a child and enjoyed re-arranging your doll house, or block building, you might have been showing an aptitude for a career in (Housing and Home Furnishings, Home Services).

6. People working in (Human Care, Food and Nutrition) occupations need to be aware of the basic emotional needs of human beings.

7. Careful attention to sanitary habits is necessary for workers in (Housing and Home Furnishings, Food and Nutrition) occupations.

8. Neat, orderly people are well suited for jobs in (Home Services, Human Care).

9. Courtesy, cleanliness, and good health are necessary for those who work in (Clothing and Textiles, Food and Nutrition) occupations.

10. If you like to help people solve their personal behavior problems, choose an occupation in the (Home Services, Human Care) cluster.

11. Combining an awareness of human needs for comfort and convenience with a knowledge of the principles of design might indicate one's suitability for a job in (Food and Nutrition, Housing and Home Furnishings) occupations.

12. A flair for fixing things around the house would indicate an aptitude for jobs in (Home Services, Food and Nutrition) occupations.

13. The teen-ager who enjoys flower arranging might be suited for a job in (Housing and Home Furnishings, Home Services) occupations.

(continued)

TEST: **HOME ECONOMICS OCCUPATIONAL CLUSTERS** (continued)

14. Skill in reading directions and operating a sewing machine could qualify a person for a job in (Clothing and Textiles, Home Services) occupations.

15. Using sewing skills to make old things look new is necessary for some jobs in (Human Care, Housing and Home Furnishings).

16. A flair for preparing food attractively would qualify a person for a job in (Home Services, Food and Nutrition) occupations.

17. Young people who are helpful to elderly people might be qualified for jobs in the area of (Human Care, Clothing and Textiles).

18. A seventh grader who hires out for window washing, using housekeeping skills, has selected a job in the (Human Care, Home Services) occupational cluster.

19. One who combines an interest in fashion with an aptitude for writing is suited for a position in (Housing and Home Furnishings, Clothing and Textiles).

20. A 14 year old could get a part-time job, using kitchen skills, more easily in (Food and Nutrition, Housing and Home Furnishings) occupations.

21. One who has an aptitude for institutional management with housekeeping skills could be employed in the (Housing and Home Furnishings, Home Services) occupational cluster.

22. If you have a flair for helping sick people at home, you might be interested in (Housing and Home Furnishings, Human Care) occupations.

23. An ability to repair machines is an aptitude helpful in getting a job in (Human Care, Clothing and Textiles) occupations.

24. An aptitude for science, as it relates to the human body, might qualify one for a career in (Food and Nutrition, Clothing and Textiles) occupations.

25. A flair for wrapping and decorating packages, qualifies one for a job in (Clothing and Textiles, Housing and Home Furnishings) occupations.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

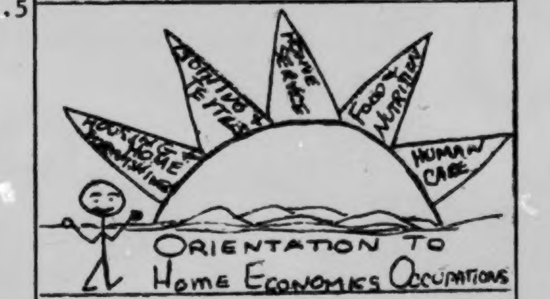
Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.1	The student will examine the Orientation to Home Economics Occupations course; as evidenced by doing all of the following:		
	1. returning the parent/guardian signed "Letter to Students and Parents".		1. Suggested "Letter to Parents"
	2. Writing or telling his/her responses to "Classroom Guidelines".		2. Suggested "Classroom Guidelines"
	3. Completing information on "Student Data" card.		3. Suggested "Student Data" card
	4. Completing pre-test.		4. Suggest using T.P.O.- 1.0 criteria measure (test)

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.1 (Orientation)

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.1.1	Examine new course.	1.1.1	After teacher welcome and introduction of students, read and discuss "Letter to Students and Parents".	1.1.1	Suggested "Letter to Students and Parents" (see attached)	Day 1
1.1.2	Explore home economics department.	1.1.2	After taking a teacher-conducted tour of the home economics department, students will write or orally respond to "Classroom Guidelines".	1.1.2	Suggested "Classroom Guidelines" (see attached) Lessons in Living, 1970 Unit 4: Citizenship Lesson 4: At School p. 348	
1.1.3	Indicate student interests and information.	1.1.3	Print information on Student Data card.	1.1.3	Suggested "Student Data" card. (see attached)	Day 2
1.1.4	Pre-test student's ability to identify home economics occupations.	1.1.4	Take pre-test.	1.1.4	Use T.P.O. 1.0 criterion measure.	
1.1.5	Recognize occupations using home economics skills, aptitudes and knowledge.	1.1.5	Discuss bulletin board.	1.1.5	 FOOD & NUTRITION HUMAN CARE ORIENTATION TO HOME ECONOMICS OCCUPATIONS	

PERIOD__________ **STUDENT**____________________________ **DATE**__________

1.1.1

Letter to Students and Parents:

Today you are beginning the _____ weeks course, "Orientation to Home Economics Occupations".

The 5 objectives of this course are that, upon completion, you will be able to:

(1) describe the five clusters of occupations which use home economics skills, aptitudes and knowledge.

(2) show an awareness of the wide variety of career opportunities in the fields of food and nutrition, clothing and textiles, housing and home furnishings, human care and home service.

(3) identify advantages and disadvantages of careers in the five home economics occupational clusters.

(4) classify jobs in the home economics occupational areas according to education and training needed.

(5) recognize requirements and personal qualifications for the respective home economics occupations.

In order to pass this course, you will need to satisfactorily complete 7 tests (6 weekly and 1 final course test); also to participate in all laboratory "hands on" experiences, according to your interests and abilities. All students will be encouraged to collect hand-out information sheets in a file notebook or folder for future career planning reference.

If you or your parents have any questions about this course, please write below.

To show that you have read (or listened to) this letter, please sign and return tomorrow.

__________________________ __________________________

Student Parent/Guardian

1.1.2 SUGGESTED "CLASSROOM GUIDELINES"

Directions: Mark your response to these suggestions for getting along in the classroom by indicating "yes" or "no" and by writing your own suggestions.

YES	NO		MY COMMENTS OR SUGGESTIONS
		I will RESPECT other people's PROPERTY by:	
_____	_____	1. improving the appearance of my classroom.	
_____	_____	2. offering to supervise or help with disposal of trash. (Custodian)	
_____	_____	3. offering to supervise or help with dusting and for decorating. (Interior Decorator)	
_____	_____	4. offering to supervise or help with storage of books. (Librarian)	
_____	_____	5. storing my own books and garments correctly.	
_____	_____	6. keeping my hands off of other people's property.	
_____	_____	7. disposing of chewing gum, in its wrapper, into the trash can.	

1.1.2 (continued)

YES NO MY COMMENTS OR SUGGESTIONS

I will RESPECT other people's FEELINGS by:

_____ _____ 8. not interrupting when other people are speaking.

_____ _____ 9. waiting for my turn to speak.

_____ _____ 10. avoiding critical conversation about other people; instead, offering to help them.

_____ _____ 11. laughing only at my mistakes

I will RESPECT other people's RIGHTS by:

_____ _____ 12. not interrupting my teacher or anyone else except by raising my hand.

_____ _____ 13. doing my grooming (hair brushing, make-up) at home or in the rest room.

_____ _____ 14. not abusing rest room privileges.

_____ _____ 15. being quiet outside classrooms during school.

Home Economics Department
Orientation STUDENT DATA Card

1.1.3

Use 3x5" file card

Front

Student Data (Please PRINT)

Last Name First Name Middle Initial "Preferred Name"

Social Security Number

Age

Address

Number Street City Zip Code

Parent/Guardian Name

Telephone

Parent(s) Occupations

Back

Please print any information about yourself; such as

HOBBIES

JOBS

TRAVEL

AWARDS, HONORS

SUBJECTS Most Liked

SUBJECTS Most Disliked

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard: X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.2	The student will identify Human Care Occupations which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Human Care Service Occupations from a list of occupations.	1.2	HUMAN CARE OCCUPATIONS ____ 1. Babysitter ____ 2. Clothing service aide ____ 3. Chauffeur ____ 4. Companion to elderly or disabled ____ 5. Cook's helper ____ 6. Head Start supervisor ____ 7. Florist aide ____ 8. Handyman ____ 9. Church School worker ____ 10. Helper in children's hospital ward

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.2.1	Define HUMAN CARE Skills Aptitudes Knowledge	1.2.1	a) Teacher - Class discussion to answer questions; such as: How many of you... (1)___ have done babysitting more than once for the same family? Teacher Response: You have used babysitting SKILLS. (2)___ enjoy visiting elderly people? Teacher Response: You show an APTITUDE for the job of companion to the elderly. (3)___ try to analyze WHY babies cry? Teacher Response: You show KNOWLEDGE of child development.	1.2.1	Use "Positive-Negative Feedback" method. (Recommended by Dr. Lois Beachum, VTA Conference, 8/72) Student Response: Raise hands high if answer is "yes". Raise hands halfway if answer is "sometimes". Point thumbs down if answer is "no".	
			b) Complete the following definitions, using word list. UNDERSTANDING DO ABILITY (1) A skill is what we _______ well. (2) An aptitude is a natural ___________. (3) Knowledge is the ___________ of information.		KEY: (1) DO (2) ABILITY (3) UNDERSTANDING	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.2.2	Recognize HUMAN CARE occupations using home economics skills, aptitudes and knowledge.	1.2.2	Class view and discuss, with teacher, a transparency, or handout, of the HUMAN CARE Occupation Pyramid.	1.2.2	HUMAN CARE Occupation Pyramid (see Appendix)	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.3	The student will identify Food and Nutrition Occupations which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Food and Nutrition Occupations from a list of occupations.	1.3	FOOD AND NUTRITION OCCUPATIONS ____ 1. Cafeteria worker ____ 2. Housekeeper ____ 3. Caterer ____ 4. Bus boy or girl ____ 5. Nursemaid ____ 6. Appliance seller ____ 7. Dry cleaner ____ 8. Dietitian ____ 9. Supplies purchaser ____ 10. Chef or cook

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.3.1	Define FOOD and NUTRITION Skills Aptitudes Knowledge	1.3.1	a) Teacher-Class discussion to answer questions; such as: How many of you... (1)___ prepare food at home or assist with meal preparation? Teacher Response: You are using the SKILLS of a Cook or Chef. (2)___ enjoy decorating the table and serving food attractively? Teacher Response: You show an APTITUDE for being a waiter/waitress or caterer. (3)___ try to avoid eating too many greasy or sweet foods? Teacher Response: You use KNOWLEDGE of Food and Nutrition. b) Review definitions of SKILL APTITUDE KNOWLEDGE and discuss examples of each.	1.3.1	STUDENT SCRAMBLE Teacher Preparation: A picture or demonstration to illustrate each of 3 questions. Student Action: After question is asked, students move to area of picture or demonstration illustration. Score keeper write tally on board. Students return to seats before next question is asked.	
1.3.2	Recognize FOOD and NUTRITION occupations using home economics skills, aptitudes. and knowledge.	1.3.2	Class view and discuss, with teacher, a transparency or handout of the FOOD and NUTRITION Occupation Pyramid.	1.3.2	FOOD and NUTRITION Occupation Pyramid (see Appendix)	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.4	The student will identify Home Service Occupations which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Home Service Occupations from a list of occupations.	1.4	HOME SERVICE OCCUPATIONS ____ 1. Repair person ____ 2. Wall washer ____ 3. Color consultant ____ 4. Carpet cleaner ____ 5. Hostess ____ 6. Gift wrapper ____ 7. Window washer ____ 8. Bridal consultant ____ 9. Catering service worker ____ 10. Amusement park worker

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0 INTERIM PERFORMANCE OBJECTIVE 1.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.4.1	Define HOME SERVICE Skills Aptitudes Knowledge	1.4.1	a) Teacher-Class discussion to answer questions; such as: How many of you... (1)___ clean windows, walls or carpets at home? Teacher Response: You are using Home Service SKILLS used in the jobs of window washer, wall washer or carpet cleaner. (2)___ like to fix broken equipment around the house? Teacher Response: You show an APTITUDE for the job of Repair Person. (3)___ help organize food service for family reunions or church suppers? Teacher Response: You are using a KNOWLEDGE of the Catering Service Worker. b) Review definitions of: SKILL APTITUDE KNOWLEDGE and discuss examples of each.	1.4.1	Teacher Preparation: Give 3 small, different colored slips of paper to each student. Each color will represent one of the 3 questions. (For example: Question #1 - Blue Question #2 - Red Question #3 - Yellow) Student Action: After Question #1 is asked, only those answering YES would put the Blue slip of paper into a bag or bowl. All 3 questions are asked consecutively. The teacher may want to write the colors and numbers on the board as a reminder to the student. Use one bag or bowl for all of the "votes". After all questions are asked student(s) tally up each color. When counting is completed, teacher makes appropriate comments. (see Teacher Responses) NOTE: Save colored slips of paper from one period to the next.	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.4.2	Recognize HOME SERVICE Occupations using home economics skills, aptitudes and knowledge.	1.4.2	Class view and discuss, with teacher, a transparency or handout of the HUMAN SERVICE Occupation Pyramid.	1.4.2	HOME SERVICE Occupation Pyramid (see Appendix)	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard: X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.5	The student will identify Clothing and Textile Occupations which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Clothing and Textile occupations from a list of occupations.	1.5	CLOTHING AND TEXTILE OCCUPATIONS _____ 1. Tailor _____ 2. Seamstress _____ 3. Trayline worker _____ 4. Occupational therapist _____ 5. Sewing machine repairman _____ 6. Decorator's assistant _____ 7. Worker in a garment factory _____ 8. Executive housekeeper _____ 9. Pattern printer _____ 10. Florist aide

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.5

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.5.1	Define CLOTHING and TEXTILE Skills Aptitudes Knowledge	1.5.1	a) Teacher-Class discussion to answer questions; such as: How many of you... (1)___ like to make clothes for yourselves or others? Teacher Response: You are using SKILLS of a tailor or seamstress. (2)___ can fix your parent's sewing machine when it doesn't work right? Teacher Response: You show an APTITUDE for sewing machine repair. (3)___ know how to use sewing tools safely? Teacher Response: You are using knowledge required of a Garment Factory Worker. b) Review definitions of SKILL APTITUDE KNOWLEDGE and discuss examples of each.	1.5.1	Use Listening-Hearing Technique (Dr. Lois Beacham) Divde the class into pairs of students by numbering "1-2" around the room. After the teacher asks each question, the "1's" explain to their #2 partner why their answer is "yes" until the ringing of a bell; then the "2's" explain to their #1 partner any "yes" answers. This method is repeated for each question.	
1.5.2	Recognize CLOTHING and TEXTILE Occupations using home economics skills, aptitude and knowledge.	1.5.2	Class view and discuss, with teacher, a transparency or handout of the CLOTHING and TEXTILE Occupation Pyramid.	1.5.2	CLOTHING and TEXTILE Occupation Pyramid (see Appendix)	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 1.0 (cont'd)

Accreditation Standard:
X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.6	The student will identify Housing and Home Furnishings Occupations which use home economics skills, aptitudes and knowledge; as evidenced by checking the 5 Housing and Home Furnishings Occupations from a list of occupations.	1.6	HOUSING AND HOME FURNISHINGS OCCUPATIONS ____ 1. Maintenance manager ____ 2. Car Hop ____ 3. Furniture designer ____ 4. Dressmaker, self-employed ____ 5. Interior decorator ____ 6. Furniture repair person ____ 7. Child Guidance Counselor ____ 8. Drapery Estimator ____ 9. Hotel manager ____ 10. Architect

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.6

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.6.1	Define HOUSING and HOME FURNISHINGS Skills Aptitude Knowledge	1.6.1	a) Teacher-Class discussion to answer questions; such as: How many of you... (1)___ make table decorations at home; such as flower arrangements? Teacher Response: You are using the SKILLS of a florist. (2)___ like to plan color schemes and arrange furniture for rooms at home? Teacher Response: You are showing an APTITUDE for the job of Interior Decorator. (3)___ use knowledge of math to measure windows for making curtains? Teacher Response: You use knowledge required for a Drapery Estimator. b) Review definitions of SKILL APTITUDE KNOWLEDGE and discuss examples of each.	1.6.1	Refer to 1.2.1	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 1.0

INTERIM PERFORMANCE OBJECTIVE 1.6

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
1.6.2	Recognize HOUSING and HOME FURNISHINGS Skills Aptitude Knowledge	1.6.2	Class view and discuss, with teacher, a transparency or hand-out of the HOUSING and HOME FURNISHINGS Occupation Pyramid.	1.6.2	HOUSING and HOME FURNISHINGS Occupation Pyramid.	
1.6.3	Classify occupations using home economics skills, aptitudes and knowledge.	1.6.3	Class play Career-Ingo Game.	1.6.3	Career-Ingo directions attached	

1.6.3

CAREER - INGO DIRECTIONS

Pass out cards and markers (buttons, beans, etc.). Teacher explains the game: across the top of the card are the 5 different areas. Under each area are a few of the occupations related to that area. As the teacher calls out an occupation, the student will place the marker on the occupation if it is on the card he has. The first student who completes a diagonal, horizontal or vertical line will win. (As a prize -- example: points toward a privilege.) Each student must get another CAREER-INGO card with different occupations on it. Play again. Repeat until various cards have been used.

Some appropriate remarks may be made as the game is being played. However, remember each area will be studied in greater depth with more job knowledge later. This will be a good time to "learn" some things about the student. As a job or occupation is called, a student may remark, "Daddy does that".

From the sample card, you will make enough copies for your largest class. Make each card different, using the 5 Pyramids as guides for filling in the various occupations or jobs under an area.

CAREER - INGO

CLOTHING and TEXTILES	FOOD and NUTRITION	HOUSING and HOME FURNISHINGS	HUMAN CARE	HOME SERVICE

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0

Accreditation Standards:
X-4.152 X-4.157 X-4.158

On completion of a series of planned learning experiences illustrating the Human Care Occupational Cluster, at least 76% of the students will demonstrate awareness of the wide variety of career opportunities; recognize positive and negative aspects of careers; classify jobs according to education and training needed; designate requirements and personal qualifications, as evidenced by correctly completing at least 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		2.0	DIRECTIONS: Match the answers in Column II with appropriate words in Column I: COLUMN I 1.____ Advantage to being a babysitter 2.____ Entry level job 3.____ Child Care aide 4.____ Intermediate level job 5.____ College education 6.____ Disadvantage to being a companion to elderly COLUMN II A. Church school worker B. May be depressing at times C. Nursery school teacher D. Experience for future parenthood E. Needs patience and understanding F. Practical nurse DIRECTIONS: 7-10 List below 4 jobs using home economics knowledge and skills from the Human Care Occupational Cluster. 7. 8. 9. 10.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

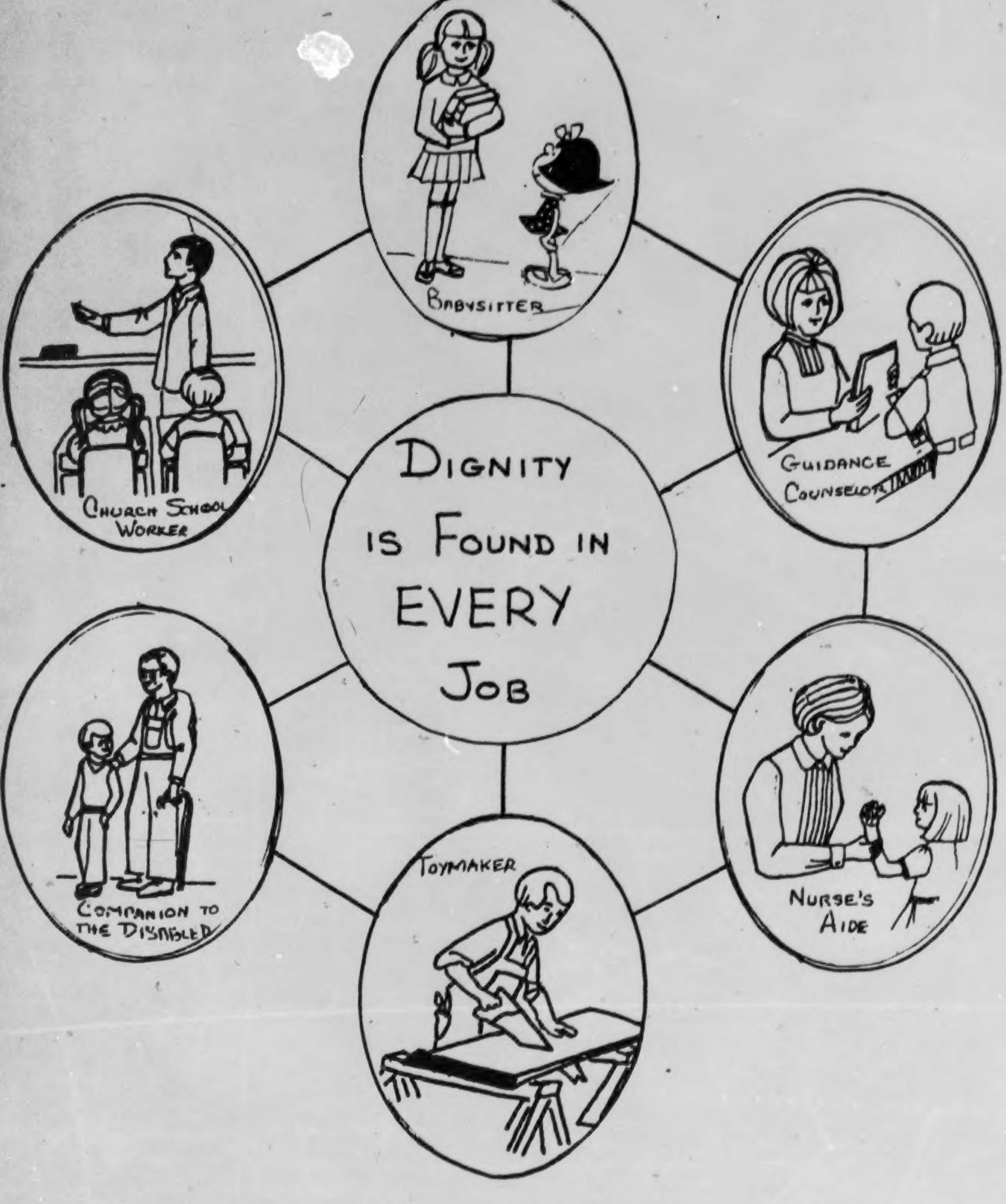
TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0 (cont'd) X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.1	The student will identify opportunities for jobs related to Human Care Services, as evidenced by answering correctly at least 3 questions	2.1	JOB OPPORTUNITIES RELATED TO HUMAN CARE Directions: From the list of jobs, complete the sentences with the job opportunity each describes. CHILD GUIDANCE COUNSELOR COMPANION to the DISABLED or ELDERLY CHURCH SCHOOL WORKER BABYSITTER TOYMAKER 1. A ____________________ cares for young children during church services. 2. A ____________________ helps children and their parents solve personal problems. 3. A ____________________ produces materials, usually in a factory, that should contribute to a child's physical, mental, emotional, and social development. 4. A ____________________ helps people who cannot take care of themselves at home. 5. A ____________________ is primarily concerned with children's safety.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0 INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
2.1.1	Define HUMAN CARE SERVICES	2.1.1	Using bulletin board or transparency, "Dignity Is In Every Job" ___ discuss HUMAN CARE SERVICES suggested. ___ add others Answer: 1. Are these SERVICES related to helping people? 2. In what ways? How?	2.1.1	"Dignity Is Found In Every Job" transparency or bulletin board suggestion. (see Appendix)	
2.1.2	Relate HUMAN CARE SERVICES to job opportunities.	2.1.2	From a job list on the board, the class will name the job that provides the services role-played by student volunteers: 1. Role-play a CHURCH SCHOOL WORKER doing the finger play, "Here's the Church....", for children in the nursery. 2. Role-play a COMPANION TO ELDERLY or HOSPITAL AIDE assisting a feeble person out of his chair and walking. 3. Role-play a BABYSITTER putting a child to bed or encouraging a child to eat. 4. Role-play a TOYMAKER making	2.1.2	Jobs that provide HUMAN CARE SERVICES: Babysitter Child Guidance Counselor Companion to elderly or disabled Church School worker Toymaker Hospital aide	


Babysitter
Church School Worker
Guidance Counselor
Dignity is Found in EVERY Job
Companion to the Disabled
Nurse's Aide
Toymaker

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.1.2	(continued) a sock doll or a pull toy (using a shoe box). 5. Role-play the SCHOOL GUIDANCE COUNSELOR helping a student who doesn't like junior high school.			
2.1.3	Recognize job opportunities providing HUMAN CARE SERVICES.	2.1.3	List on board, job opportunities shown on film. Class discuss what HUMAN CARE SERVICES each job provides.	2.1.3	a) Film: "Jenny Is a Good Thing" (see Appendix for information)	
2.1.4	Examine careers in HUMAN CARE SERVICES.	2.1.4	Tape record or write for school paper or your reference notebook the answers to suggested questions to ask resource persons. Suggested questions for students to ask speakers: 1. The advantages and disadvantages of job. 2. The training needed for job. 3. Future advancement for student in field. 4. Expense of setting up own business (approx. capital needed). 5. Tasks commonly performed. In the event speakers are not	2.1.4	RESOURCE PERSONS: (tape presentations for future use) 1. Parents, relatives, neighbors 2. School Guidance Counselor 3. County supervisor of kindergarten 4. Office of Equal Opportunity Personnel 5. Kindergarten teacher 6. Child care center operator 7. County Welfare Department 8. Junior College or University Personnel 9. Psychologist or speech therapist 10. Nursing Home worker or parent who cares for the elderly 11. Parents or students who take care of children at church	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.1.4	(continued) available, a student may role-play a resource person and another student may interview him by asking the above questions.	2.1.4	(continued) 12. Parents or students who babysit for wages 13. Parent who makes play materials for children Other Resources: Occupational Outlook Handbook U.S. Department of Labor Encyclopedia of Careers and Vocational Guidance, J. G. Ferguson Publishing Co., 1972, Chicago, Ill. $21.00 a set Exciting Careers for Home Economists	
2.1.5	Distinguish JOBS PROVIDING HUMAN CARE SERVICES.	2.1.5	Do scramblegram JOBS PROVIDING HUMAN CARE SERVICES.	2.1.5	See Appendix Answers to scramblegram: 1. nursemaid 2. head start aide 3. baby sitter 4. recreational worker 5. playroom attendant 6. housemother 7. teacher's aide 8. governess 9. head start supervisor 10. toy sales clerk 11. cottage parent	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2,1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				2.1.5	(continued) 12. day care worker 13. nursery teacher 14. kindergarten teacher 15. welfare worker	

2.1.5

JOBS PROVIDING HUMAN CARE

Unscramble the following letters to make words about jobs in HUMAN CARE:

1. rsmenaida
2. ehad - trsta - eida
3. ybba - irtest
4. reacreontila - krower
5. aromplyo - antdttaen
6. uemhhstoer
7. shtercea - eiad
8. oevsesgrn
9. deha - trtsa - upvseriosr
10. yto - lscleksaer
11. gatocte - raenpt
12. yda - cera - kweror
13. eryruns - tcrheae
14. idegektnrnra - echetar
15. laefwer - rorewk

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0 (cont'd)

X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.2	The student will differentiate between jobs needing advanced, intermediate, or entry level training; as evidenced by answering correctly at least 3 questions.	2.2	JOB TRAINING LEVELS Directions: Beside each of the following jobs, write the letter which indicates the level of training required: A - Advanced I - Intermediate E - Entry ____ 1. Nurse's Aide ____ 2. Public School Kindergarten teacher ____ 3. Recreational Supervisor ____ 4. Day Care Aide ____ 5. Communications - Writer for T V, magazines

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.2.1	Define JOB TRAINING LEVELS	2.2.1	Match the job level with its definition. JOB LEVEL — DEFINITION ___ Entry Level — 1. Usually college or university, four or more years. ___ Intermediate Level — 2. On-the-job training or high school training. ___ Advanced or Professional Level — 3. Two-year training in a Vocational-Technical School or Junior College or skilled with experience.	2.2.1	Write on board or use transparency. See Appendix	
2.2.2	Recognize student experience with ON-THE-JOB TRAINING.	2.2.2	Students respond to teacher questions by: 1) raising hand high if answer is "much experience". 2) raising hand half-way if answer is "some experience". 3) pointing thumbs down if answer is "no experience". Questions for class: How many of you... 1. help care for little chil-	2.2.2	Positive - Negative Feedback Technique	

DIRECTIONS: MATCH THE JOB LEVEL WITH ITS DEFINITION.

JOB LEVEL	DEFINITION
___ ENTRY LEVEL	1. USUALLY COLLEGE OR UNIVERSITY, FOUR OR MORE YEARS.
___ INTERMEDIATE LEVEL	2. ON-THE-JOB TRAINING OR HIGH SCHOOL TRAINING
___ ADVANCED OR PROFESSIONAL LEVEL	3. TWO-YEAR TRAINING IN A VOCATIONAL-TECHNICAL SCHOOL OR JUNIOR COLLEGE, OR SKILLED WITH EXPERIENCE

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.2.2	(continued) dren at Church or Sunday School? 2. babysit without pay? 3. babysit with pay? 4. assist playground director with games for younger children? 5. help older people, in your home or on the street, with acts of kindness or physical assistance? 6. assist an amusement park worker in providing recreation for the public? 7. help teach handicrafts at camp or on playground? 8. make toys for children?			
2.2.3	Differentiate TRAINING LEVELS required for Human Care Jobs.	2.2.3	Class play JOB TRAINING HOUSE GAME Directions: Explain that the "first" floor of the "training house" is for ENTRY-LEVEL jobs, the second floor" for INTERMEDIATE-LEVEL jobs. Distribute a copy of the HUMAN CARE PYRAMID to each student. Action: Each student take his turn to walk up to "training house", take a card, and place it on the floor level of train-	2.2.3	JOB TRAINING HOUSE GAME Teacher Preparation: Make an outline of a large triangle on a flannelboard or bulletin board. Divide into 3 sections with 2 horizontal lines. Cut enough pieces of flannel, flannel-backed file cards, or cards for each member of the class. Print a different job on each card. Reproduce a copy of the HUMAN CARE PYRAMID for every student.	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.2.3	(continued) ing required for the job printed on the card. The class members will check accuracy of placement using their individual copies of Pyramid.			

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATION

TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0 (cont'd) X-4.158

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.3	The student will identify personal qualities and job requirements that affect employability in Human Care Services, as evidenced by responding correctly to at least 3 test questions.	2.3	PERSONAL QUALITIES AND JOB REQUIREMENTS Directions: Match the job with the description of personal qualities and job requirements that best describe it.

JOB	PERSONAL QUALITY	REQUIREMENTS
___1. Kindergarten Aide	A. Courteous	Knowledge of child development, salesmanship
___2. Recreational Supervisor	B. Able to relate to children	Imagination
___3. Toy Sales Clerk	C. Emotionally stable	Good attendance
___4. Worker in a Nursing Home	D. Cheerful	Sympathetic understanding of human shortcomings
___5. Children's TV show Writer	E. Physically energetic	Knowledge of group games

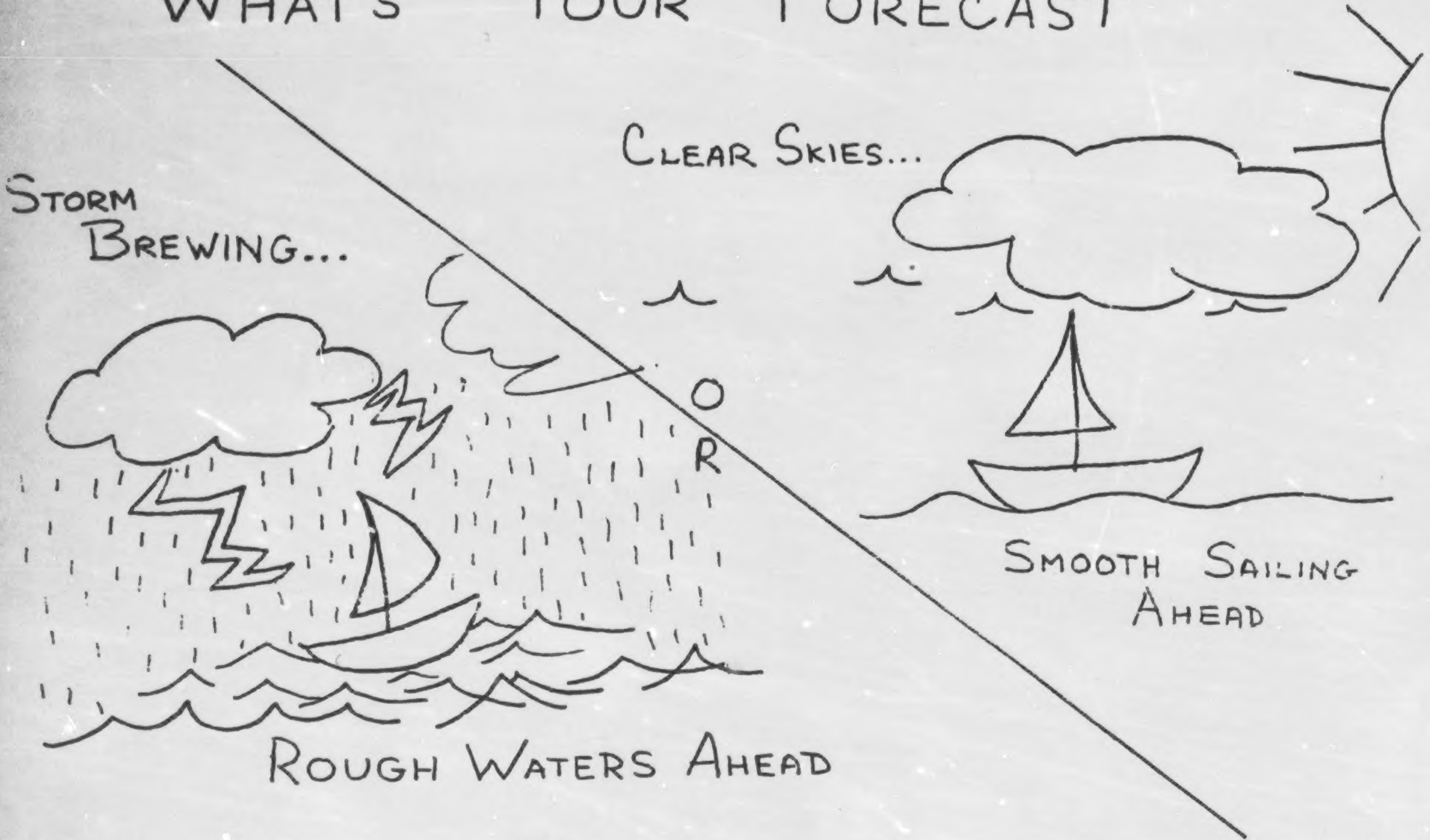
FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

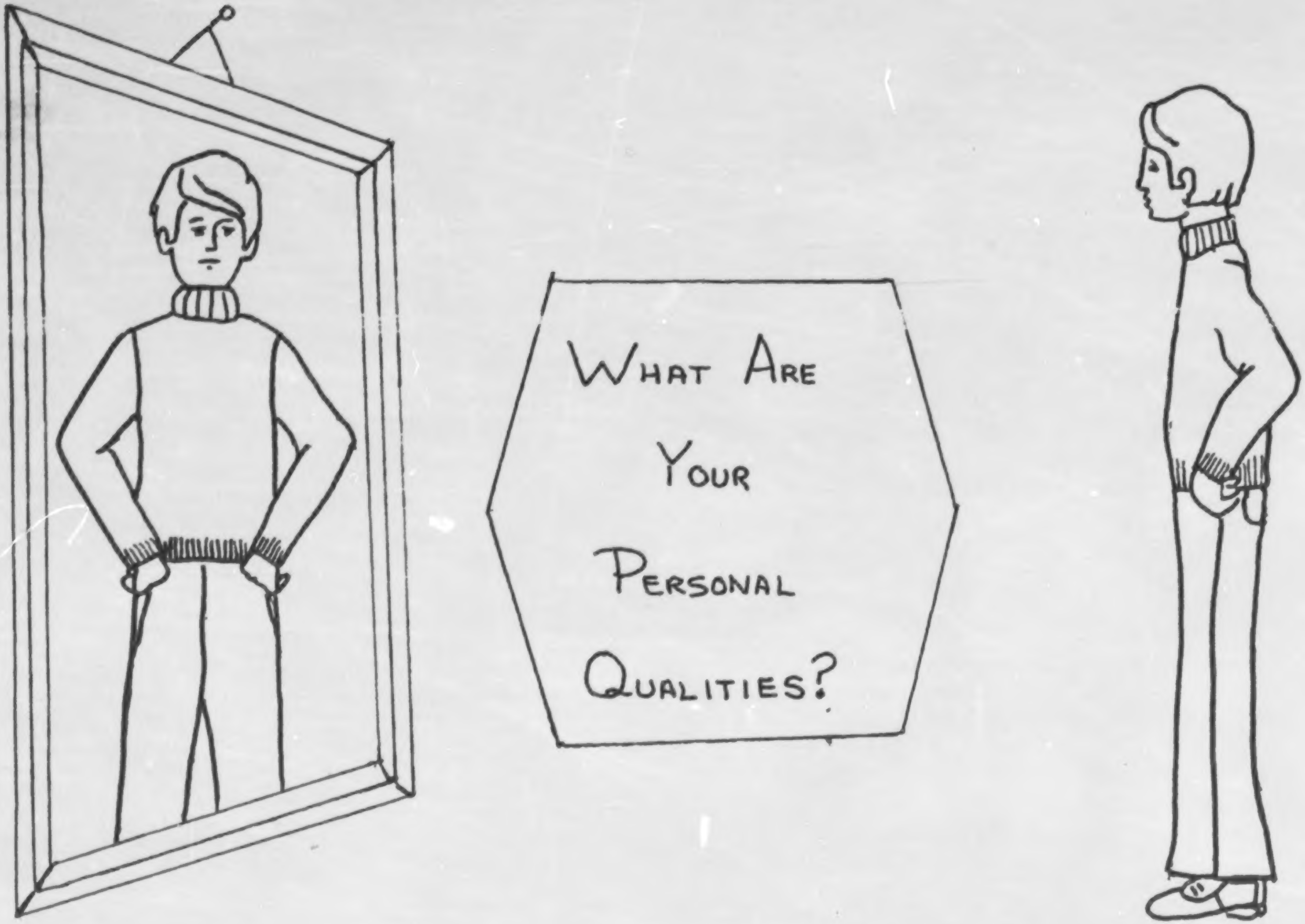
NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
2.3.1	Define: EMPLOYABILITY PERSONAL QUALITIES JOB REQUIREMENTS.	2.3.1	Class discuss, while viewing transparencies, which one defines: 1. EMPLOYABILITY 2. PERSONAL QUALITIES 3. JOB REQUIREMENTS	2.3.1	Transparency (see Appendix p. EMPLOYABILITY PERSONAL QUALITIES JOB REQUIREMENTS	
2.3.2	Relate PERSONAL QUALITIES to student EMPLOYABILITY for Human Care Services.	2.3.2	Complete JOB PERSONALITY CHECKLIST Class view transparencies showing desirable personal characteristics for human care services. Students work Word-O-Gram for personal qualifications. Play charades or some form of pantomime in order to define these characteristics. Students may present minute dramas to demonstrate behavior in the presence of small children, elderly and disabled persons.	2.3.2	JOB PERSONALITY CHECKLIST Appendix "Personality and Appearance" 3M #3215 Film: Personal Qualities for Job Success Coronet 11 minutes/black & white Filmstrips: ABC'S OF GETTING AND KEEPING A JOB 8 strips Eyegate Student References: Chapman: YOUR ATTITUDE IS SHOWING Science Research Associates, Inc. 1964 Allen & Briggs: Mind Your Manners Lippincott 1971 Andrews, Margaret E.: It's Up To You McGraw-Hill, Gregg Division	

WHAT'S YOUR FORECAST


STORM BREWING...
ROUGH WATERS AHEAD
OR
CLEAR SKIES...
SMOOTH SAILING AHEAD

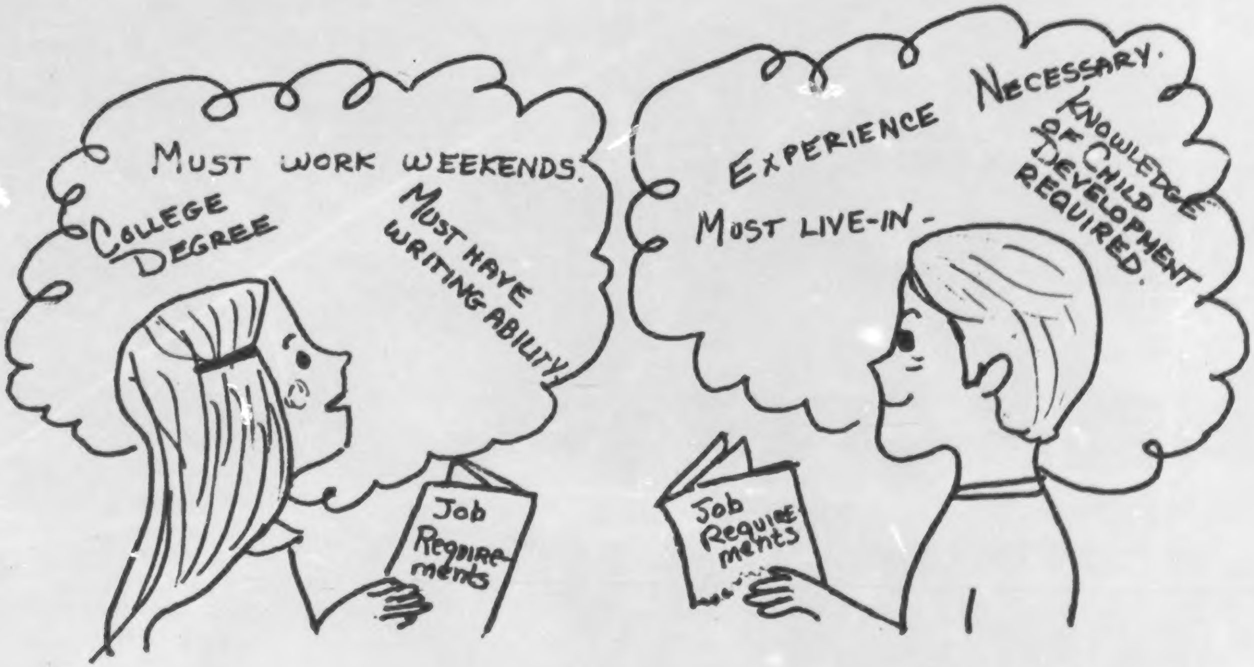
FOR EMPLOYABILITY?

TAKE A LOOK AT YOURSELF


WHAT ARE YOUR PERSONAL QUALITIES?

.3.1 PERSONAL QUALITIES

ALL JOBS HAVE REQUIREMENTS


MUST WORK WEEKENDS.
COLLEGE DEGREE
MUST HAVE WRITING ABILITY.
Job Requirements
EXPERIENCE NECESSARY.
KNOWLEDGE OF CHILD DEVELOPMENT REQUIRED.
MUST LIVE-IN.
Job Requirements

2.3.1 REQUIREMENTS

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3.3	Recognize JOB REQUIREMENTS necessary for successful EMPLOYABILITY.	2.3.3	Answer: 1) What three requirements are important to be successful in getting and keeping a job?	2.3.3	1) Lessons in Living P.363	
			2) List 11 requirements for a successful worker Choose one or more: ___ discuss ___ make a mobile window poster bulletin board ___ write a skit		2) Ibid p. 365	
			3) Answer: "What Do You Say?" Question #2		3) Ibid p. 366	
			4) "What Do You Say?" Questions #2,3		4) Ibid p. 367	
2.3.4	Relate JOB REQUIREMENTS to EMPLOYABILITY as a worker in a Nursing Home Nurse's Aide Companion to the Elderly	2.3.4	A) Groups buzz; then class discuss: What skills are necessary for a Worker in a NURSING HOME? .... a Nurse's Aide? 1) Teacher and/or student(s) demonstrate skills. 2) Student teach-back: One student tell. One student do. 3) All students do.	2.3.4	SKILLS Nursing Home or Nurse's Aide Worker 1) Making paper bag for safe disposal of waste. 2) Making improvised slippers. 3) Improvising a shawl, using bath towel. 4) Improvising a bathrobe, using a blanket. 5) Giving medicine safely and accurately: The Five Rights in Giving Medicine	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.3.4	(continued)	2.3.4	(continued) Give the right MEDICINE in the right AMOUNT - to the right PERSON - at the right TIME - in the right MANNER.	
			B) View film on aging.		B) Film: "Old Age - The Wasted Years?"	
			C) Invite nursing home director to talk about the needs of older people.			
			D) Discuss characteristics of aging. Answer "What are the job requirements for those who work with elderly people?"		D) Characteristics of aging: 1. Increased physical infirmities a) sight and hearing deterioration b) less efficient body functions c) existence of chronic diseases d) reduction of activities e) loss of interest in nutrition 2. Decrease in mental alertness a) apathy to people and surroundings b) beginning of senility (make transparency)	
			E) Students compile a list of ways to help older people meet their needs.		E) Thresholds to Adult Living pp. 244-246	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3.5	Relate JOB REQUIREMENTS to EMPLOYABILITY as a TOY SALES CLERK or TOYMAKER.	2.3.5	A)Groups buzz; then class discuss: What skills are necessary for a TOYMAKER? ....a TOY SALES CLERK?	2.3.5	A) REQUIREMENTS TOYMAKER 1) Creative "know how". 2) Safety consciousness. 3) Ability to design and make toys that meet developmental needs of a child. Enjoying Family Living-pp. 138-143 TOY SALES CLERK 1) Salesmanship. 2) Knowledge of math. 3) Ability to recommend suitable toys for age of child	
			B) Teacher and/or students demonstrate making: (choose one or more) ___ Stocking Puppet ___ Paper Bag Puppet ___ Paper Bag Mask ___ Milk Carton or Shoe Box Train ___ Shoe Box Pull Toy ___ Finger Puppets ___ Cans in cans for stacking-cover with contact ___ "Learn How To" books - made from felt or oil cloth, zipper, snaps, buttons ___ Bean Bags of various shapes - (can create a game of toss)		B) See Appendix Transparency 3M Visual Products Box 300 St. Paul, Minnesota "Selection of Toys"	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.3.5	(continued)	2.3.5	(continued)	
			___ Make play dough/finger-paints ___ Make puzzles from magazines self-created pictures ___ Paint rocks in different images/shellac Suggested household items to use in making: Sand Box - dish pan (spray can, tops, funnels, strainers) Crazy Wheels - baby food jar lids on spools with pull rope Blocks - sanded and waxed from construction scraps Puppets - paper bag, socks, felt, washcloths, doubleknit Cars or Beads - painted spools Prepare a "Surprise Kit" of no-cost toys and play materials Share ideas with the class.			
			C) Using hand-out, "Tips on Toys for Tots", print GUIDES for SELECTING CHILDREN'S TOYS.		C) Appendix Answers: Keep toy simple Choose bright colors Avoid sharp edges or points Choose toys large enough to handle Avoid toys that splinter Avoid toys that break easily	

HOMEMADE CLAY DOUGH

1 cup flour

½ cup salt

3 teaspoons alum

enough water to hold ingredients together

vegetable coloring

When not in use, store the clay in a covered container. To keep it in good condition, knead a small amount of water into it when the surface dries. Divide into three or four parts and make each part a different color.

FINGER PAINT

1 quart boiling water

3/4 cup soap flakes

1 teaspoon glycerine (buy at drug store)

3/4 cup laundry starch

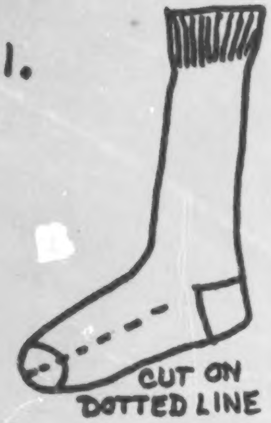
few drops of oil of cloves or wintergreen

poster paints for color

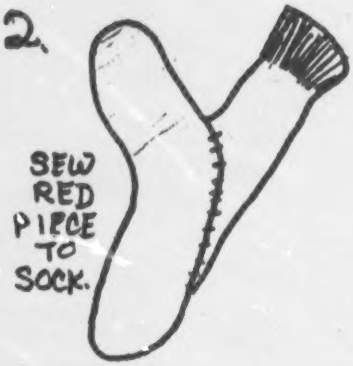
1. Moisten starch. Pour into boiling water.
2. Stir until thick and smooth.
3. Remove from stove.
4. Add soap flakes. Stir until dissolved.
5. Mix poster paint in enough water to dissolve.
6. Add starch mixture to color while still warm.
7. Add oil of cloves or wintergreen to starch mixture to keep it fresh.
8. Add glycerine after mixture cools.
9. Paint on glazed surface (shelf paper). Wet on both sides. Place on table shiny side up.
10. Spread a small amount (about ½ teaspoon) with hands and fingers.
11. When painting is finished, hang up to dry.

CROCODILE SOCK PUPPET

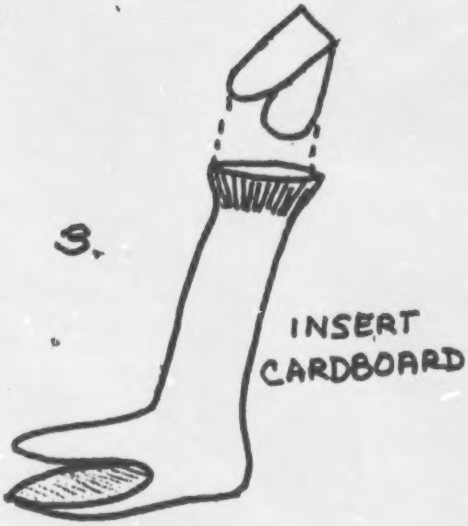
1.


CUT ON
DOTTED LINE

2.


SEW
RED
PIECE
TO
SOCK.

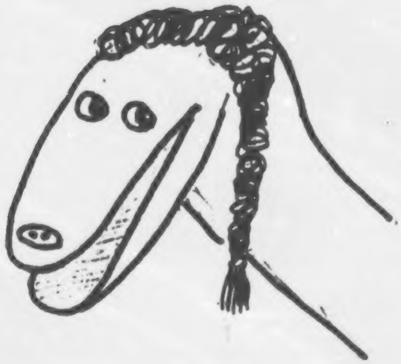
3.


INSERT
CARDBOARD

DIRECTIONS FOR MAKING:

1. Cut the foot of a sock as shown. Turn sock inside out.
2. Cut a piece of red material in the shape of the opening and sew to sock with an overhand stitch.
3. Turn sock right side out. Cut cardboard the same size as the red mouth. Fold and insert in sock.
4. Add buttons for eyes and nose. Use yarn braids and curls for hair.

4.



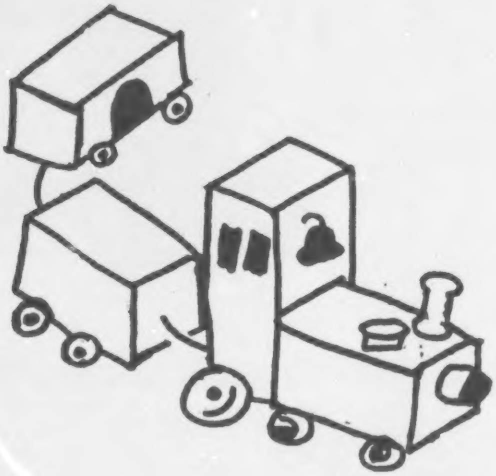
2.3.5 (B) PAPER BAG PUPPET DIRECTIONS

1. Use a small paper bag that has a flat bottom.
2. The flat bottom is going to be the face of the puppet. The rest of the bag will represent the body or neck.
3. Keep the bag flat on the desk with the bottom side folded up. Using almost any medium, it is possible to make an expressive face.
4. You can draw a pair of eyes, a nose, and a mouth with crayon, paint the features in, or you can cut them out of colored paper of magazines.
5. Many other embellishments can be made with other material. You can use fabrics, buttons, dress trimmings, yarn, or string to add interesting details such as hats or collars.
6. You can cut out large ears and add fringed paper hair for a funny clown.
7. When your puppet is finished, insert your hand all the way into the bag, so the bottom opens up flat. Hold your arm in a horizontal position and you can make your puppet move in all directions.

PAPER BAG MASK DIRECTIONS

1. Use a paper bag that will fit over the head.
2. Fit the bag over the head. A bag large enough to fit over a head will be too long; the bottom must be rolled up as for a collar effect, or cut off so that the bag will touch the top of the head when put on.
3. The next fitting is to locate the eyes, nose and mouth. This can be done easily enough by having the student use a crayon to mark the eyes, nose and mouth while the bag is over their head.
4. The markings are cut out big enough for clear vision and breathing.
5. Have any kind of junk from home - old jewelry, magazines, bits of string, yarn, or anything else that has color and texture. Each child should have a character in mind before he begins, so that he has a goal to work toward.
6. Have each child flatten the bag on his work space with the cut out features up. The areas around the cut openings are now ready to be designed according to character. The eyes, mouth, nose and eyelashes can be crayoned or painted, or formed with cut colored paper around the openings.
7. When the basic features have been put on, much embellishment can be added to create the desired effect. Yarn, string, or colored strips of paper can become hair.

MILK CARTON OR SHOE BOX TRAIN



DIRECTIONS FOR MAKING:

Milk cartons or shoe boxes, empty spools, plastic straws, round salt box, match sticks, cellophane tape and other items are used.

1) Design the cars, marking off doors and windows.

2) You can plan one or all: box car, flat car, caboose, etc.

3) Use scissors for cutting out doors and window - or you may "make" doors and windows by cutting them out from construction paper and glue them on.

4) To attach wheels:
    a) run plastic straw "axles" through holes cut in box or carton

    b) plug the straw ends with matches, wrapping with tape for tight fit

    c) put on spool wheels

    d) hold wheels with thumb tacks pressed into the matches

5) Hairpins or string will be good to attach cars together.

NOTES:

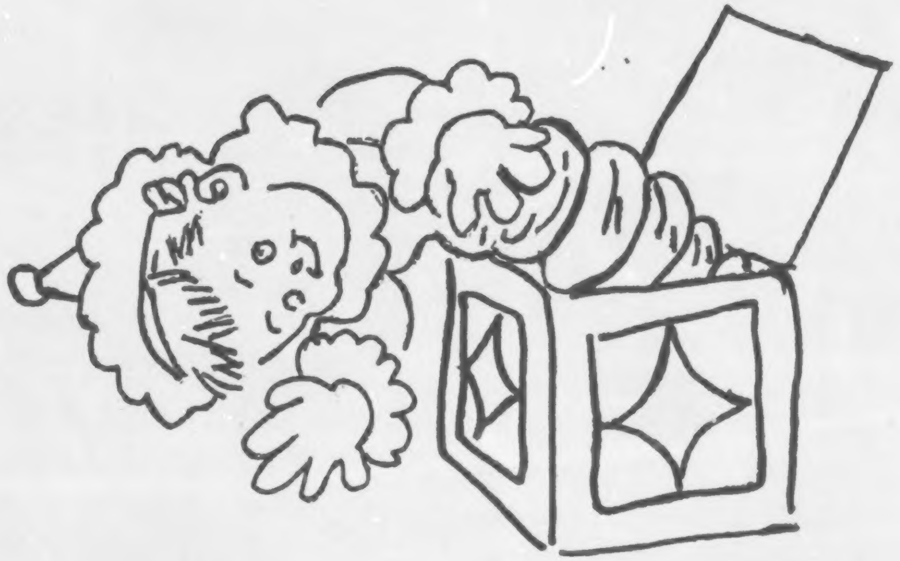
1) Be sure to scrape wax from any part of the milk carton to which glue will be applied.

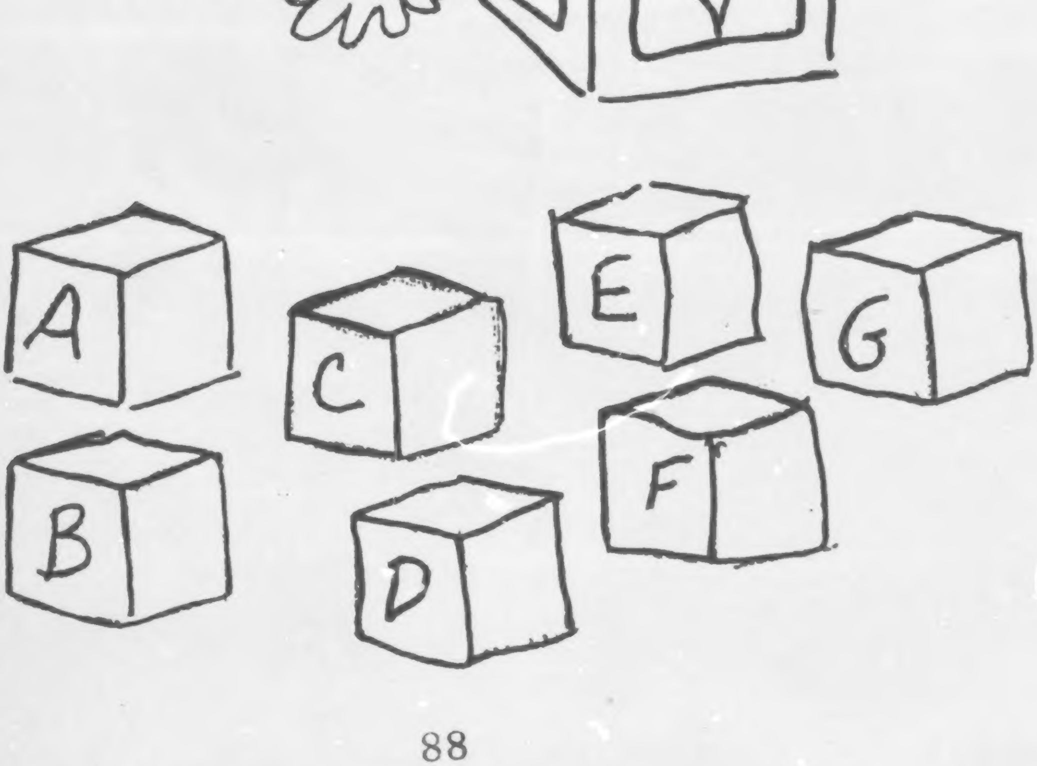
2) You may either "paint" the cars or cover with construction paper before assembling.

3) If paint is used on milk carton, coat carton with clear shellac so paint will adhere.

2.35 c

Tips On Toys for Tots





FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				2.3.5	(continued) Choose toys with more than one use Easily cleaned Color harmless Meets needs for age Cost reasonable	
2.3.6	Relate JOB REQUIREMENTS to EMPLOYABILITY as a CHILDREN'S SHOW WRITER.	2.3.6	A) Groups buzz; then class discuss: What are the job requirements for a CHILDREN'S SHOW WRITER?	2.3.6	A) REQUIREMENTS Ability to write creatively Knowledge of CHILD DEVELOPMENT (physical, mental, social, emotional) NEEDS Transparency: I NEED (Appendix)	
			B) Discuss and describe TV show, "Sesame Street". Answer: "How does this show encourage development and meet the needs of children?"		B) "Sesame Street" Channel 7 Jacksonville, Florida	
			C) Class organize an "assembly-line" to write, produce and present a flannel board story. Invite children for presentation; or encourage students to do presentation at a day care center, nursery school or kindergarten.		C) Flannel board Story 1) Writers select a story to present: a) original b) popular one 2) Artists a) draw characters b) Cutters cut out c) color cut-outs d) Gluers glue flannel to cut-outs	

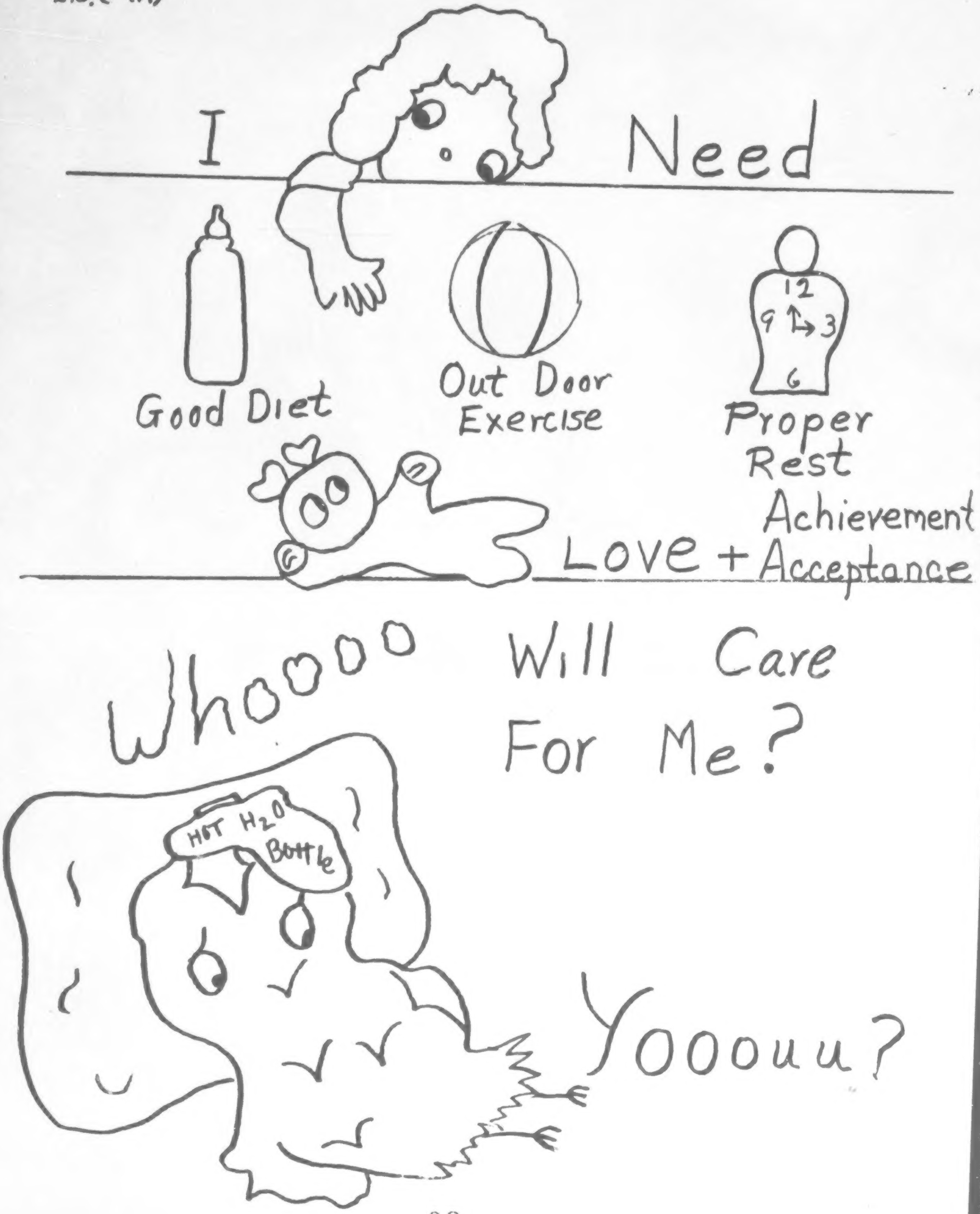
FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.3.6	(continued)	2.3.6	(continued) 3) Story Tellers tell the story	
			D) Have students practice reading stories out loud so that they can hold the children's interest. Practice with the cassette recorder.		D) Have a librarian or effective story-teller demonstrate story-telling techniques.	
			E) Evaluate program presentation.		E) DID YOU TELL A GOOD STORY? YES NO ___ ___1. Did the story have familiar people, places, events? ___ ___2. Did it appeal to the child's imagination? ___ ___3. Did it have a lot of action? ___ ___4. Did it frighten or upset the child? ___ ___5. Did you know the story well? ___ ___6. Did the child see and hear you? ___ ___7. Did you dramatize people and events? ___ ___8. Did he seem to enjoy it? ___ ___9. Was he attentive?	

2.3.6 (A)


I Need
Good Diet
Out Door Exercise
12
9
3
6
Proper Rest
Achievement
Love + Acceptance
Whoooo Will Care For Me?
HOT H_2O Bottle
Yooouu?

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

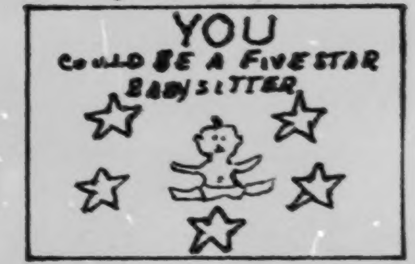
INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.3.7	Relate JOB REQUIREMENTS to EMPLOYABILITY as a KINDERGARTEN AIDE - CHILD CARE AIDE - BABYSITTER.	2.3.7	A) Groups buzz; class discuss "What skills does one need when caring for children as a BABYSITTER or CHILD CARE AIDE?"	2.3.7	A) SKILLS FOR EMPLOYABILITY 1. Guiding activities for child's health, safety and development. 2. Practice in guiding play activities to increase ability and confidence in working with children.	
			Discuss transparency - "You Are a Guide to a Child Placed in Your Care" Write information on hand-out, "Babysitter's Memo"		Transparency (Appendix) "Sitting Safely" Gerber Products "Babysitter's Memo" (Appendix)	
			B) HEALTH NEEDS Answer: 1) How does exercise help a child? 2) When a child is playing, how could clothing cause accidents? 3) Why is rest important for a child? 4) What chould I do to help a child settle down at bedtime?		B) Lessons In Living pp.311-313 Film: "BATHS AND BABIES" Johnson & Johnson Consumer & Professional Services New Brunswick, N. J. 08903	
			C) SAFETY NEEDS Answer: 1) What accidents can a baby have? 2) What could I do to prevent these accidents?		C) Lessons In Living pp. 326-328	
			3) What Do You Say? #1,2		Ibid p.329	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.3.7	(continued)	2.3.7	(continued)	
			4) What Do You Say? #1 For You To Do #1-5		*Ibid* p. 330	
			Students view - SAFETY FOR CHILDREN - 3M transparencies and discuss health and safety precautions one should take when caring for children.		"Safety for Children" 3M transparencies	
			Make a Safety Epitaph in the form of a tombstone. EXAMPLE: "Here lies Jane Carter who slipped on the water".			
			D) GUIDING PLAY ACTIVITIES 1) Discuss hand-out, "Helping a Child Want to do The Right Things". Volunteers demonstrate by role playing.		D) "HELPING A CHILD WANT TO DO THE RIGHT THINGS" Film: YOU'RE IN CHARGE (NS-387) National Safety Council 13 minutes - color	
			2) Plan and give a play school hour for children of pre-school age. Evaluate experience according to pre-determined criteria; such as: ___ Appropriateness of refreshments ___ Appropriateness of play materials or games ___ Enjoyment of children		Bulletin Board: Place one of the following criteria on each star: Understand Children Help Children Play Know you Job Know Proper Care Keep Children Safe  YOU COULD BE A FIVE STAR BABYSITTER	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		2.3.7	(continued) Record observation of children. Class discuss.	2.3.7	(continued) OBSERVATION SHEET FOR BEHAVIOR OF CHILDREN (Appendix)	

LEVEL III

2.3.7. (A)

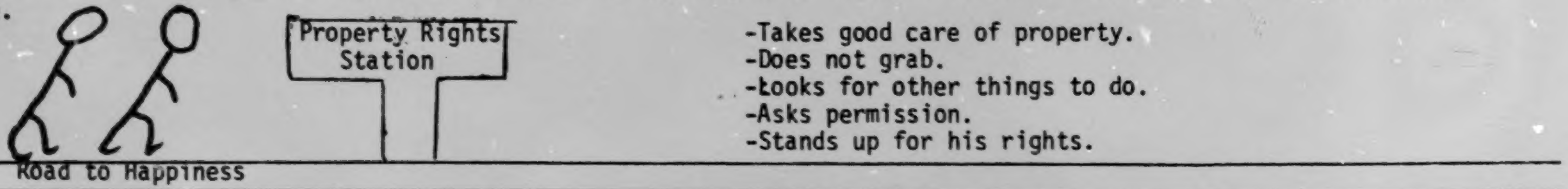
YOU ARE A GUIDE TO A CHILD PLACED IN YOUR CARE

You help a child grow into the kind of person people like. You mow the road. You go ahead, clear the path of things that are too difficult for the child. You do not carry him; you let him walk by himself on his own feet under his own power. Now and then you may give him a gentle pat, a word of encouragement or praise, or even take his hand for a short time, but when the path clears you drop his hand and he is willing to have you. He is growing up; he is feeling the joy of helping himself, of growing up in independence.

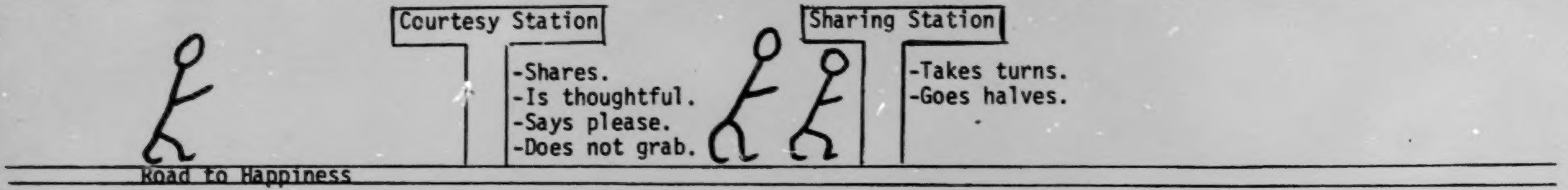
A good guide will plan times for rest and quiet, for just being alone, for coming together around the campfire for conversation, for singing, for laughing, for just sitting in silence knowing others are near.

Look over the "Road of Happiness" below. Notice the stations on this road. They are found on all roads to happiness.

If children are guided into these stations early, they have the best chance of being the kind of person people like.

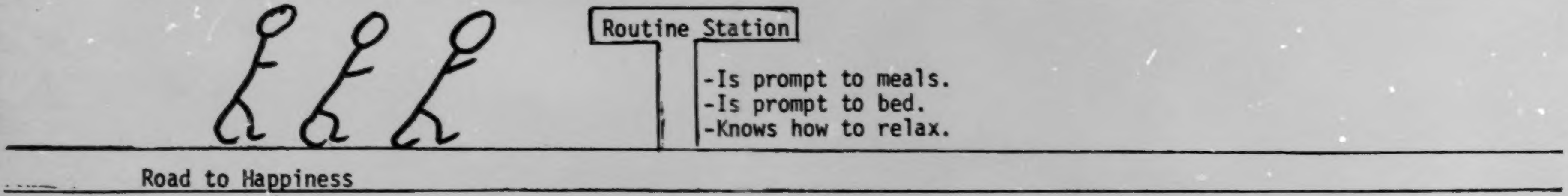

Property Rights Station
Road to Happiness

-Takes good care of property.
-Does not grab.
-Looks for other things to do.
-Asks permission.
-Stands up for his rights.

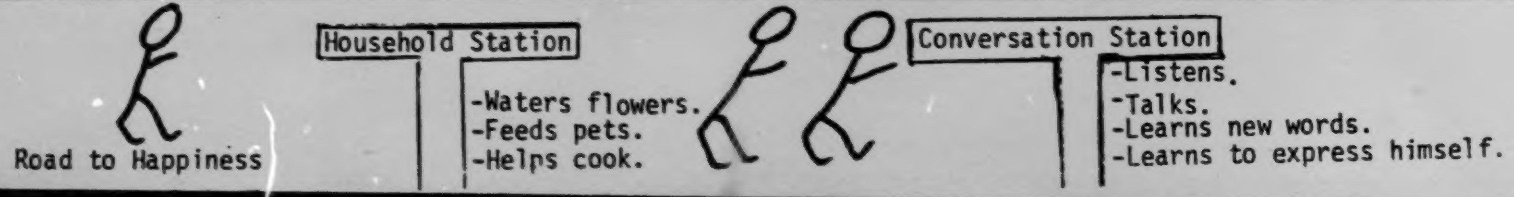

Courtesy Station
Sharing Station
Road to Happiness

-Shares.
-Is thoughtful.
-Says please.
-Does not grab.

-Takes turns.
-Goes halves.


Routine Station
Road to Happiness

-Is prompt to meals.
-Is prompt to bed.
-Knows how to relax.


Household Station
Conversation Station
Road to Happiness

-Waters flowers.
-Feeds pets.
-Helps cook.

-Listens.
-Talks.
-Learns new words.
-Learns to express himself.

2.3.7 A) "BABYSITTER'S MEMO"

Name and ages of the children:

_______________ _______________

_______________ _______________

My duties: ______________________

____

____

Special information: ______________________

____

Feeding times: ______________________

Bed time and routine: ______________________

____

Other: ______________________

Telephone number where parents will be: ______________

Telephone number of police: ______________

Telephone number of fire department: ______________

"When can I start bathing my baby?"

2.3.7.(t)

"What do I do if my baby cries?"

"How can I keep my baby from slipping?"

In the motion picture, "BATHS AND BABIES", new mothers ask questions like these — and get answers on the spot! A professional nurse presents, in step-by-step sequence, proper methods of bathing a baby. She shows how to prepare for bathing, how to hold the baby securely and confidently. "BATHS AND BABIES" also shows, in candid sequences, a group of new mothers making initial mistakes, then becoming adept at handling their children. You are cordially invited to send for a copy of "BATHS AND BABIES", a 16-mm sound film presented by the makers of Johnson's Baby Products. Running time 17½ minutes.

FILL IN AND MAIL THIS ORDER FORM TODAY

Please send the color, 16-mm sound motion picture, "BATHS AND BABIES". for free showing on one of these dates:

1st CHOICE ____________ (date) 2nd CHOICE ____________ (date) 3rd CHOICE ____________ (date)

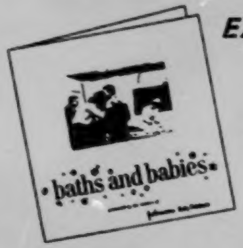
(If film is not available for above dates, you will be notified of first available date.)

NAME ______________________ ORGANIZATION ______________________

STREET ______________________ CITY ______________ STATE __________ ZIP CODE __________

We will pay return postage.

SIGNED ______________________



EXTRA — FREE INSTRUCTION BOOKLETS ON "BATHS AND BABIES"

Detailed instructions, with helpful photographs, will be made available to each member of your group, absolutely free. Indicate number of persons who will see the film ________
Not available outside continental limits of United States.

SEND ORDER TODAY!

Johnson & Johnson
Consumer & Professional Services
NEW BRUNSWICK, N. J. 08903

A 650

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HELPING THE CHILD WANT TO DO THE RIGHT THINGS

Be a good example.

A child imitates others he likes. He will try to look and act as you do. Whenever you are with him, be courteous, thoughtful, and pleasant.

Help the child have fun.

Discover with him things new and wonderful in his world. Help him see wild flowers, colored stones, the spider's web, and the ants at work. Help him feel new things and explore. But always keep him safe.

If he wants to play make-believe, imagine with him. Talk about the imaginary food he is giving his doll. If he pretends he is the grocer, talk with him and buy as if he were the grocer.

Prepare him to do routine things.

Let him know there are some things he must do at a certain time every day, such as washing his face and taking a nap.

Prepare him ahead of time. Speak quietly and slowly. You may say something like this, "It is almost time to come in for supper," or "The clock says nearly bedtime. Let's put your toys away to rest." Give him time to get ready. Do not hurry him.

Then be firm, yet kind, in telling him it is now time to eat or go to bed. "Sleeping time now," you may say, and tuck him in. Don't let him coax you to tell another story. Never nag or threaten him.

Let him do things for himself.

The child is busy and interested when he is helping. He is learning how to care for himself and how to do things for other people. Help him feel proud. Praise him when he learns to do something new. "You are getting to be a big boy - you can set the table all by yourself!" you may say.

Be the same kind of person with him.

The child will be happier if he knows what to expect of you. Don't smile one day when he throws his plate on the floor, and spank him the next time he does it. Try to treat him in the same firm, pleasant way. Always be honest with him.

HELPING THE CHILD WANT TO DO THE RIGHT THINGS (continued)

Help him see that he is happier when he does the right thing. If he takes his nap when he should, he will have time to play with the neighbor children afterwards. Show him that wrong conduct brings unhappiness. If he doesn't get to sleep on time, he misses going with Daddy to the store.

Avoid saying "no" and "don,t" unless you have to. If you need to direct him, tell him what to do rather than what he should not do. Example: "Close the door, please"; rather than "Don't leave the door open."

Always keep liking him and enjoying him. Sing and play with him. Encourage him. Help him grow up to be the kind of person you admire.

BE A GOOD EXAMPLE!

Student ______________________________ Period ________ Date ____________

OBSERVATION SHEET FOR BEHAVIOR OF CHILDREN

Objective: Students will observe and record children's behavior.

Directions: Keep a record of the things children do and say, giving examples. Use the following questions to guide you.

Remember that you want to see children act naturally, and therefore you need to be inconspicuous and remain in the background. Sit on low chairs. Do not sit in groups talking to one another. Do not laugh at the children. If they talk to you, answer briefly, but do not encourage them to stay with you by entertaining them. Instead, redirect them to some suitable play materials.

1) What were the children doing while you were observing them?

2) Did they play or work alone?

3) If they played in groups, how many children were there?

4) With what did they play or work?

5) How well did they handle their play or work materials?

6) Were there any signs of argument or quarreling?

7) How was it settled? a) by the children b) by the teacher c) together

8) Did you see any evidence of sharing or cooperation?

9) Did you see any evidence of consideration for others?

10) How much did an adult direct their work or play?

11) Did the children assume any responsibility for the care of their toys?

12) Describe any behavior which seemed to you to show:
    a) jealousy
    b) bossiness
    c) shyness
    d) leadership
    e) selfishness
    f) interest in spiritual development
    g) interest in nature and things around them
    h) habits acceptable to their group

13) Give a general description of the clothing worn by the: boys - girls.

14) What signs of good health did you recognize?

15) Did you see any signs of illness or poor health?

16) How long did the children continue to work or play at one thing?

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 2.0 (cont'd)

X-4.152

<table>
<tr><th>NO.</th><th>INTERMEDIATE PERFORMANCE OBJECTIVES</th><th>NO.</th><th>CRITERION MEASURES</th></tr>
<tr><td>2.4</td><td>The student will identify advantages and disadvantages of Human Care Careers, as evidenced by answering correctly at least 3 questions.</td><td>2.4</td><td>ADVANTAGES-DISADVANTAGES OF HUMAN CARE CAREERS
Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.
JOB
1. Helper in Children's Hospital Ward
2. Communications TV writer
3. Peace Corps worker
4. Playground Handicrafts worker
5. Research worker
<table>
<tr><th>ADVANTAGES</th><th>DISADVANTAGES</th></tr>
<tr><td>____A. Combines hobby and job.</td><td>Limited by money available.</td></tr>
<tr><td>____B. Gives personal satisfaction.</td><td>Poor salary - far from home.</td></tr>
<tr><td>____C. Allows freedom for an inquiring mind.</td><td>Results are slow to see.</td></tr>
<tr><td>____D. Good salary.</td><td>Pressure of deadlines.</td></tr>
<tr><td>____E. Fulfills need for helping children.</td><td>Emotionally strenuous.</td></tr>
</table>
</td></tr>
</table>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 2.0

INTERIM PERFORMANCE OBJECTIVE 2.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
2.4.1	Recognize ADVANTAGES and DISADVANTAGES of HUMAN CARE CAREERS.	2.4.1	Class react to the following statements by raising hands if the statement describes a job ADVANTAGE; by pointing thumbs down if the statement describes a DISADVANTAGE.	2.4.1	Use Positive-Negative Feedback Technique 1. A worker in a children's hospital might find the work depressing at times. 2. A children's show TV writer usually makes good money. 3. A Peace Corps worker has the feeling that he has helped someone. 4. A playground handicrafts worker can't teach children very much without using money. 5. A research worker in child development doesn't always make "discoveries" immediately. 6. If some enjoy working and helping children, they might like being a helper in a children's hospital. 7. A TV writer must be sure he gets ideas for the show on time. 8. A playground handicrafts worker's job is to teach his/her hobby to others. 9. A research worker has the freedom of trying to answer challenging questions. 10. A Peace Corps worker makes very little money.	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0

Accreditation Standards:
X-4.155 Level 2-g
X-4.157 Level 1-g,j (#18)

On completion of a series of planned learning experiences illustrating the Food and Nutrition Occupational Cluster, at least 76% of the students will demonstrate awareness of the wide variety of career opportunities; recognize positive and negative aspects of careers; classify jobs according to education and training needed; and designate requirements and personal qualifications, as evidenced by correctly completing at least 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		3.0	FOOD AND NUTRITION OCCUPATIONAL CLUSTER TEST

Directions: Match the answers in Column II with the appropriate words in Column I

COLUMN I	COLUMN II
1.___ Advantage to being a school cafeteria cook.	A. Cook's helper
2.___ Advanced Level	B. Customers are often rude
3.___ Chef	C. Needs to be creative
4.___ Disadvantage to being waiter/ waitress	D. Food and Drug Inspector
5.___ Food Service job	E. Convenient hours
6.___ Entry Level	F. Require Food Handlers course

7 - 10: Directions: List below 4 jobs using home economics knowledge and skills from the Food and Nutrition Occupational Cluster

7.

8.

9.

10.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.1	The student will identify opportunities for jobs related to Food and Nutrition, as evidenced by answering correctly at least 3 questions.	3.1	JOB OPPORTUNITIES RELATED TO FOOD AND NUTRITION Directions: From the list of jobs, complete the sentences with the job opportunity each describes. PEACE CORPS WORKER HOST/HOSTESS FOOD AND DRUG INSPECTOR CHEF BUS BOY 1. A ________________ clears the tables at a restaurant. 2. A ________________ seats customers at a restaurant. 3. A ________________ is a cook who uses special training for food preparation in a restaurant. 4. A ________________ is a government worker who enforces laws to protect the consumer. 5. A ________________ is a home economist volunteer working for the government.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.1.1	Recognize jobs requiring FOOD and NUTRITION knowledge and skills.	3.1.1	a) From a list of jobs, shown on screen, class will name those that require FOOD and NUTRITION knowledge and skills.	3.1.1	a) Prepare a transparency: Find The FOOD and NUTRITION JOBS ___ Dietitian ___ Companion to elderly ___ Day Care worker ___ Food and Drug Inspector ___ Salad maker ___ Bus Boy ___ Laundry Worker ___ Peace Corps Worker ___ Food Service Worker ___ Upholsterer ___ Waitress/Waiter ___ Cook's Helper ___ Chef ___ Caterer ___ House Cleaner ___ Host/Hostess	
			b) Examine local newspaper advertisement for job opportunities in food service or related occupations.		b) Classified advertisements	
			c) Students do the Food Service Occupations and Skills Scramblegram.		c) Hand-out: Food Service Scramblegram Bibliographies, job descriptions, files, any questions: Doris Wilkes, HEP (Hospitality Education Program) School of Business, FSU Tallahassee, Florida 32306 Bulletins or brochures from:	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				3.1.1	(continued) Local high school food service programs. Area Vocational-Technical Schools. State Junior Colleges University and Colleges In addition: Correspondence, small group study: Educational Institute of the American Hotel & Motel Assoc. Kellog Center at East Lansing, Michigan 48823 Filmstrip: Occupational Education c. The Waitress g. The School Cafeteria Worker Motion Picture: Career Game (Dietetics) 14 minutes Florida Division of Health #94 SRA Career Information file	

3.1.1 (C) FOOD SERVICE OCCUPATIONS AND SKILLS SCRAMBLEGRAM

DIRECTIONS: Students circle terms and check off on list. Terms may be read horizontally, vertically and diagonally - both up and down, backwards and forwards.

```
E B F O O D A W O R K B H E A D X P R O C E S S Q R
N I I V I O P O U T I N A T A S K A M A H C E A T O
V L E E L O L R E N T R Y A P P L Y W E O M W F R Y
I L L N Z R A K B E C U P J O B I N O G P A R E Y E
R E D I P A N I T C H O P O P A S T R Y X I M T E A
O T E A C H E R D O E M I X C K I N D E E D A Y E S
N O D I E T I T I A N A C A T E R A E N D A I D E E
M A E V E R A N N E A R H E R R X L R A D A R P C F
E A M B W A I T E R G M E V E T D L A I E G O B O O
N O O N C Y E A R I C A F E T E R I A R G U E S N U
T O N S A P E P E C A N U T S G E N U T R I T I O N
A N S A N D W I C H N A N T U G S E A M E A T O M T
C U T C P I E T I E D G E S H I S M C L E A N N I A
O R R O A S T D I L L E   F O F F A A H A R D C C I
N S A R S H O S U P E R V I S O R C R O H S P O O N
S E T N T E A A P E E L S R T O O H E U A Q I O O C
U R E G G S S L O R A N G E O T O I E S M I L K P H
M Y S O U P T A N S C R A P E T M N R I P R E I F I
E A S T H A N D L E R A G K A P E E I N M O N E Y L
R A T S O V E N B E E S E R V E A S T G U N E E D D
```

Rats
Consumer
Demonstrate
Radar
Dishes
Kitchen
Handler
Fry
Pastry
Ant
Cafeteria
Cookie
Line
Pit
Egg
Environment
Field
Sandwich
Food
Plan
Dietitian
Spoon
Job
Pan
Waiter
Nutrition
Safety
Chef
Serve
Head
Supervisor
Range
Tray
Cater
Process
Pare
Set
Me
Chop
Diner
Salad
Order
Money
Work
Manager
Milk
Iron
Career
Entry
Roast
Clean
Degree
Baker
Tea
Room
Fountain

BONUS WORDS: There are fifty bonus words not related to foods. List the ones you find below.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.2	The student will differentiate between jobs needing advanced, intermediate, or entry level training, as evidenced by answering correctly at least 3 questions.	3.2	JOB TRAINING LEVELS Directions: Beside each of the following jobs, write the letter which indicates the level of training required: A - Advanced I - Intermediate E - Entry _____ 1. Dishwasher _____ 2. Food purchaser _____ 3. Food Service worker _____ 4. Cook _____ 5. Dietitian

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0 INTERIM PERFORMANCE OBJECTIVE 3.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.2.1	Distinguish between jobs needing ENTRY, INTERMEDIATE or ADVANCED LEVEL TRAINING.	3.2.1	a) Class view overhead projection of Food and Nutrition Pyramid. b) Students work with the Job Training Match-Up Sheet.	3.2.1	a) FOOD and NUTRITION PYRAMID (Appendix) b) Job Training Match-Up (Appendix)	
3.2.2	Relate JOB EXPERIENCE to JOB ADVANCEMENT possibilities.	3.2.2	Using handout, "ADVANCEMENT OPPORTUNITIES for BEGINNERS", do: 1. Circle the jobs in which you have had experience. 2. Select one job from the left column and tell which jobs, in the right column, to which you could advance.	3.2.2	Hand-out: ADVANCEMENT OPPORTUNITIES FOR BEGINNERS (Appendix) Bulletin Board: Teen holding balloons labeled with various job titles which represent advancement from the one job title shown under teen. For additional information, see Appendix "Kinds of Restaurant Positions Available," from Vocational Guidance Manual for the Food Service Industry.	

3.2.1 (B)

JOB TRAINING MATCH-UP

NAME ______________________________ DATE ________________

Directions: Draw a line from the food service job to the type of training necessary for this job.

Baker

Waiter - Waitress

Kitchen Manager or Supervisor

Cook

Baker's Helper

School Cafeteria Cook

Caterer's Helper

College Foods Teacher

Car Hop

Dishwasher

Owner, Catering Business

Bus boy or girl

Fountain man or girl

Cook's Helper

Chef

Baker's Helper

Hostess

Food and Drug Inspector

Food Purchaser

Food Service Worker

Dietician

ADVANCED PROFESSIONAL LEVEL

Usually college or university education

INTERMEDIATE

Two year training in a Vocational-Technical school or Junior College or skilled with experience

ENTRY LEVEL

On-the-job training or high school training.

3.3.2 (B) WHAT KIND OF WORK WOULD YOU LIKE?

After reading each job requirement below:

(1) Mark in Column One if it is a requirement that you WOULD LIKE.

(2) Mark in Column Two if it is a requirement that you WOULD NOT LIKE.

		LIKE	NOT LIKE
1.	Work in which you would do an identical task every day.		
2.	Work in which you have a variety of activities.		
3.	Work in which you would be mostly on your feet.		
4.	Work in which you develop several skills.		
5.	Work that demands imagination and resourcefulness.		
6.	Work in which you are mostly seated.		
7.	Work where you try to please customers.		
8.	Work that is located in a busy, unglamorous place.		
9.	Work in which your job would be only part-time.		
10.	Work in which there is great pressure to meet deadlines.		
11.	Work where type of dress does not matter.		
12.	Work in which no decisions are necessary.		
13.	Work that demands rapid production.		
14.	Work where neat dress is required.		
15.	Work in which you may do some selling.		
16.	Work where a uniform is required.		
17.	Work done by machine.		
18.	Work where there is opportunity for advancement.		
19.	Work that must be done in a business establishment.		
20.	Work in which you have responsibility for handling money.		
21.	Work that is scheduled by customer demand.		
22.	Work done by hand.		

3.3.2 (B)

WHAT KIND OF WORK WOULD YOU LIKE? (continued)

	LIKE	DISLIKE
23. Work that includes completion of a product.		
24. Work that involves only one part of something.		
25. Work where noise is always present.		
26. Work where competition is always keen.		
27. Work that allows you to be mostly alone.		
28. Work that is definitely a specific number of hours per week.		
29. Work for which you are trained in one skill.		
30. Work in which salary is guaranteed.		
31. Work in which many others are present.		
32. Work that allows opportunity for over-time.		
33. Work in which your speed, ability and output determine salary.		
34. Work in which maintenance of customer goodwill is essential.		
35. Work that gives satisfactions from having improved something.		
36. Work that is in a clean, decorated establishment.		

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 **(cont'd)**

X-4.152 X-4.155

<table>
<tr><th>NO.</th><th>INTERMEDIATE PERFORMANCE OBJECTIVES</th><th>NO.</th><th>CRITERION MEASURES</th></tr>
<tr><td>3.3</td><td>The student will identify personal qualities and job requirements that affect employability in Food and Nutrition Services, as evidenced by responding correctly to at least 3 test questions.</td><td>3.3</td><td>PERSONAL QUALITIES AND JOB REQUIREMENTS

Directions: Match the job with the description of personal qualities and job requirements that best describe it.

<table>
<tr><th>JOB</th><th></th><th>PERSONAL QUALITIES</th><th>REQUIREMENTS</th></tr>
<tr><td>1.___ Cook's helper</td><td>A.</td><td>Sensitive to community food preferences</td><td>Home Economics degree</td></tr>
<tr><td>2.___ Foods Editor</td><td>B.</td><td>Helpful to rural and urban homemakers</td><td>Ability to work with others</td></tr>
<tr><td>3.___ Family Dinner Specialist</td><td>C.</td><td>Enjoys serving food attractively</td><td>Creative writing ability</td></tr>
<tr><td>4.___ Caterer</td><td>D.</td><td>Works with accuracy</td><td>Follows directions</td></tr>
<tr><td>5.___ Home Extension agent</td><td>E.</td><td>Adaptable to changing situations</td><td>Special training for creative cooking</td></tr>
</table>
</td></tr>
</table>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.3.1	Pretest student PERSONAL QUALITIES for JOB REQUIREMENTS for any FOOD and NUTRITION job.	3.3.1	Complete checksheet "What Kind of Work Would You Like?	3.3.1	"What Kind of Work Would You Like?"	
3.3.2	Relate JOB REQUIREMENTS to student EMPLOYABILITY.	3.3.2	a) Divide class into small groups. Volunteers role play the job requirements of a waiter/waitress serving customers; include: 1) Work habits (Walgreens, p.8) 2) Customer table manners b) Complete a study sheet after a field trip by either a large or small group of students to a food service establishment. Include on the study sheet: 1. Opportunities for advancement. 2. Hours of operation. 3. Job tasks of one or more individual employees. 4. Types of food preparation and service. 5. Equipment and supplies used. 6. Job benefits. 7. Entry level pay scale and skilled level pay scale. 8. Desirable qualities of an employee.	3.3.2	a) "Introducing You to Your Walgreen Food Department" pp.6-8 1) Walgreen Drug Stores Leaflet (no date, address) 2) Checksheet, "How Good Are Your Table Manners?" Refer to FOOD and NUTRITION PYRAMID (Appendix)	

3.3.2

HOW GOOD ARE YOUR TABLE MANNERS?

This checklist is to help you determine what table manners you now practice and those that you need to work on or to improve. Place an X in the appropriate space. Check always for manners you practice all the time, sometimes for the manners you practice occasionally, and never for the manners you do not practice but should.

	ALWAYS	SOMETIMES	NEVER
1. Sit comfortably at the table with your feet on the floor.			
2. Sit and rise from the left side of your chair.			
3. Begin to eat only after everyone has been served.			
4. Help carry on pleasant conversation at meals.			
5. Keep your elbows off the table.			
6. Cut your meat, a bite at a time, not all of it before you begin eating.			
7. Keep knife and fork on your plate after they have been used.			
8. Do not talk with food in your mouth.			
9. Do not use toothpicks at the dining table.			
10. Ask someone to pass food that is out of reach.			
11. Break your bread in small pieces and butter it as you eat it.			
12. When eating spoon foods, dip the spoon away from you.			
13. Put your napkin in your lap as soon as everyone is seated.			
14. Lay your napkin beside your plate after you finish eating.			

3.3.2

HOW GOOD ARE YOUR TABLE MANNERS? (continued)

	ALWAYS	SOMETIMES	NEVER
15. Avoid large bites of food.			
16. When food that you dislike is served to you, taste it and eat what you can. Never critize the food served.			
17. Do not toy with the silverware on the table.			
18. Take food from the side of the spoon, never from the tip of the spoon.			
19. Use spoons for tasting beverages, and not for sipping them.			
20. When you have finished eating, place the knife and fork close together across the center of the plate.			

3.2.2 ADVANCEMENT OPPORTUNITIES FOR BEGINNERS

Directions:
1. Circle the jobs in which you have had experience.
2. Select one job from the left column and tell which jobs in the right column to which you could advance.

FROM	TO
Bus Boy or Girl	Waiter or Waitress Soda Fountain Worker Kitchen Helper Sandwich Maker
Waiter or Waitress	Hostess Head Waiter or Waitress Cashier Dining Room Supervisor
Hostess or Host	Cashier Dining Room Supervisor Assistant Restaurant Manager
Sanitation & Maintenance	Kitchen Helper Sandwich Maker Beverage Worker
Kitchen Helper	Specialized Food Preparation Assistant Cook or Baker Chef or Baker
Sandwich Maker	Assistant Cook Pantry Supervisor Waiter or Waitress
Soda Fountain Worker	Waiter or Waitress Kitchen Helper Soda Fountain Manager
Beverage Worker	Soda Fountain Worker Specialized Food Preparation Pantry Girl Waitress

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQU
3.3.3	Describe RULES for KITCHEN ORDERLINESS.	3.3.3	Groups plan and prepare posters illustrating one or more RULES for ORDERLINESS IN THE KITCHEN.	3.3.3	Handout: "GENERAL RULES for ORDERLINESS IN THE KITCHEN".	
3.3.4	Apply knowledge of SANITATION, SAFETY, and EFFICIENCY for food handlers.	3.3.4	Complete checklist on SANITATION, SAFETY and EFFICIENCY.	3.3.4	Checklist: "SANITATION, SAFETY and EFFICIENCY PRACTICES for FOOD HANDLING	
3.3.5	Recognize and evaluate tools, tasks and techniques in the preparation and serving of: No-Bake Cookies Milk Shakes or Orange Julius or Fruit Icee	3.3.5	Using hand-out - TEACHER SHOW-A-RAMA, students will: 1. Observe teacher demonstration. 2. Serve, taste and evaluate food prepared. 3. Discuss jobs related to tasks performed. 4. Assist classroom clean-up.	3.3.5	Hand-out: TEACHER SHOW-A-RAMA Transparency: MEASURING EQUIPMENT Recipe: UNBAKED PEANUT BUTTER COOKIES Young Living p.139	
3.3.6	Recognize and evaluate tools, tasks and techniques; and participate in a production line for preparing and serving PEANUT BUTTER and JELLY SANDWICHES.	3.3.6	Using hand-out, PEANUT BUTTER and JELLY SANDWICH SHOP, 1. Write a MARKET ORDER. 2. Write the COST of supplies. 3. Figure COST-TO-MAKE for one serving (half sandwich). 4. Write a TIME PLAN for one class period. 5. Assist in production, preparation or serving of sandwiches.	3.3.6	Hand-out: PEANUT BUTTER and JELLY SANDWICH SHOP Supplies needed for 1 student: 1 slice bread 1 T. peanut butter (16 T.= 1 8-oz. jar) 1 T. jelly *parsley 1 napkin for each student *Optional garnish suggested by Lynda Osteen	

3.3.3 SLOGANS TO EMPHASIZE

General Rules For Orderliness In The Kitchen

1. Wear a clean apron. "Spots on a cook are like blots on a book."

2. Have clean hands and tidy hair.

3. Remove excess jewelry before starting to work.

4. Know your schedule by heart. "Knowing what to do makes you first to get through."

5. Start to work immediately.

6. Get out all basic pieces of equipment before you start. "Work proceeds faster since you are its master."

7. Make only one trip to supply table. "The price of forgetting is paid in much fretting."

8. Talk only when necessary. "Cooks who chatter will spoil the batter."

9. Work quietly. "A wooden spoon beats a softer tune."
   "To make the whir of an egg beater mute, a bowl on a folded cloth will suit."
   "Instead of throwing the pan, let it quietly land."

10. Keep working space clean and orderly. "Have a cleaning cloth handy to keep things spick and spandy."

11. Rinse and stack used equipment as you work. Put "stubborn" pans to soak. "A little washing now means less later somehow."

12. Make measurements level always. "If the spatula is on 'edge' a fair measure we'll pledge."

13. Keep your head! Please walk - don't run. "The one who scurries causes more worries."

14. Assume responsibility. "If the flour can is empty, fill it, and then clean the floor if you spill it."

15. Always use equipment the safest way. "Pot holders came as a useful invention to keep dish towels clean and aid in fire prevention."

3.3.3
General Rules For Orderliness In The Kitchen (continued)

16. "Save time, energy, and food." "Save a minute, a penny, and a step and you'll increase the smiles and pep."

17. "Memorize tables of common measurements." "If you were judged by what you know, what kind of score would the tally card show?"

18. Know your table settings. "Only perfect practice makes perfect."

19. Leave your desk clean and tidy. "Do you want to be called Careless Gerty? Then get after the things that are dirty."

20. Check the desk and equipment before leaving. "The golden rule should be used in school." "A good cook is accurate and neat, in the lab she is quiet. Why don't you try it, 'twill make of your work a real treat."

3.3.4

SANITATION, SAFETY AND EFFICIENCY

Practices for Food Handling

Directions: For each of the following practices, check where you have or will practice each.

SANITATION PRACTICES

HOME	SCHOOL	JOB		
____	____	____	1.	Wash hands thoroughly with soap and water. Be sure nails are clean.
____	____	____	2.	Keep hands away from face. Hands that have touched your face or hair are dirty.
____	____	____	3.	Dry hands on a paper towel, NEVER on dish towels.
____	____	____	4.	Fasten long hair back with a ribbon, yarn or rubber bands.
____	____	____	5.	Anything dropped on the floor is discarded or when possible, well cleaned.
____	____	____	6.	Do not touch food with the hands unless it is absolutely necessary.
____	____	____	7.	NEVER comb hair in the food preparation area.
____	____	____	8.	Be sure paper, or a paper or plastic bag, is in the garbage can.
____	____	____	9.	Do not taste food during preparation. NO FINGER LICKING.
____	____	____	10.	Do not cook if you are sick.

SAFETY PRACTICES

____	____	____	1..	Use pot holders to remove hot containers from the range.
____	____	____	2.	Place sauce pans with handles turned toward the back of the range.
____	____	____	3.	Work on cabinets opposite stove. NEVER place paper near the stoves.
____	____	____	4.	Close cupboard doors and drawers after use.
____	____	____	5.	Wipe up spills on work surfaces or floor immediately.
____	____	____	6.	Only one student should use the chopping board at one time.

3.3.4
Practices for Food Handling (continued)

HOME	SCHOOL	JOB		
			7.	Have hands, shoes and counters dry when using electrical appliances.
			8.	Plug and unplug electrical appliances by holding plug, not cord.
			9.	Electrical appliances are not to be placed in the dish water.
			10.	Lay sharp knives, peelers and choppers carefully aside after using.
			11.	Check to be sure burner or oven is off when cooking is complete.
			12.	In case of fire, student safety is of first concern.

EFFICIENCY

HOME	SCHOOL	JOB		
			1.	Learn location of equipment and return it to the correct place.
			2.	Stay in assigned kitchen and use own equipment. NO BORROWING - without teacher's or supervisor's permission.
			3.	Leave unit kitchen in good order.
			4.	Assume responsibility for own actions. Don't blame someone else for your mistakes.
			5.	Keep dislikes of foods to yourself. It is impolite to impose them on others.
			6.	You do not have to eat but do sit with group and make contributions to pleasant table conversation.
			7.	Make written plans that include the serving and cleaning up of kitchen.
			8.	NO PLAYING AT ANY TIME! Cooking is fun but not play.
			9.	Do not take food from the foods lab without the teacher's permission.
			10.	IF TIME MAKES IT NECESSARY TO CHOOSE BETWEEN EATING AND CLEANING UP - THE ROOM HAS TO BE CLEANED UP!
			11.	Put watches, rings, etc., into your pocket or purse. Do not put them on tables or counters.

3.3.4

Practices for Food Handling (continued)

HOME **SCHOOL** **JOB**

____ ______ ____ 12. Hand wash any cooking utensils used for cooking. Dishes, glasses and silver go into the dishwasher.

____ ______ ____ 13. Stand up. Do not lean on the counters.

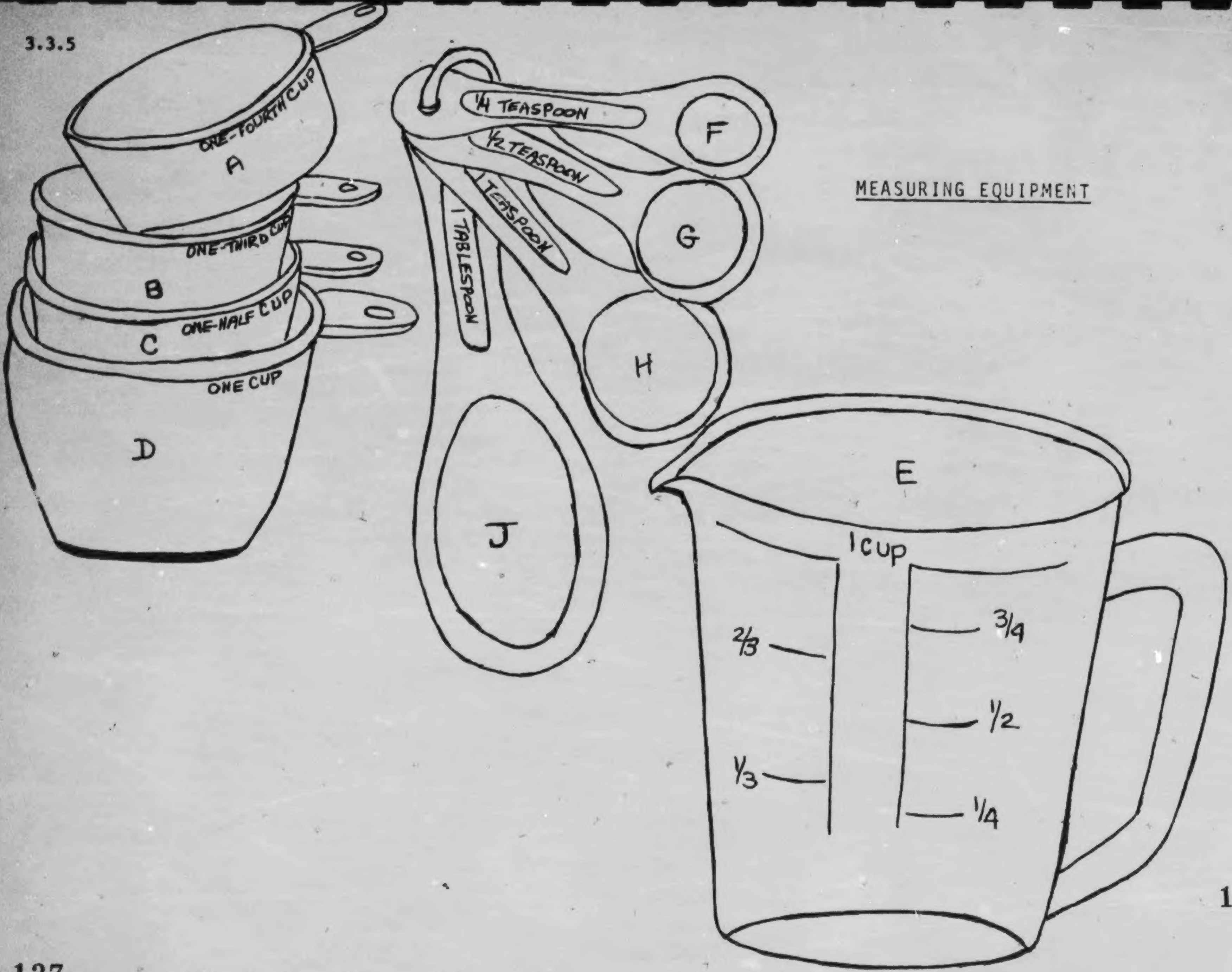
____ ______ ____ 14. Only one person in a kitchen goes to the stockman for supplies. The stockman distributes food supplies from storage area and refrigerator.

____ ______ ____ 15. Put dirty dish towels into the washing machine.

____ ______ ____ 16. Rinse dishes in own kitchen unit before putting into dishwasher.

3.3.5

MEASURING EQUIPMENT


ONE-FOURTH CUP
A
ONE-THIRD CUP
B
ONE-HALF CUP
C
ONE CUP
D
1/4 TEASPOON
F
1/2 TEASPOON
G
1 TEASPOON
H
1 TABLESPOON
J
E
1 CUP
3/4
2/3
1/2
1/3
1/4

3.3.5 Handout: TEACHER SHOW-A-RAMA

Directions: Note preparation time required and select one beverage recipe to be served with No-Bake Cookies.

PEANUT BUTTER COOKIES (NO-BAKE)

Combine in saucepan:	Add:
2 cups sugar	3 cups oatmeal
½ cup milk	½ cup peanut butter
¼ cup oleo	1 teaspoon vanilla

Mix and bring to a boil on the stove. Boil one minute. Take off stove.

Stir and drop on cookie sheet covered with wax paper. Let harden and serve.

(Makes 36 cookies)

MILK SHAKES

2 cups milk
1 cup Chocolate Ice Milk
1-2 tbl. Chocolate Syrup (optional)

Whirl ingredients in a blender until smooth. Pour in a glass or paper cup. Serve with a straw (serves 4) 6-oz. servings.

FROSTY MILK SHAKE

6 to 8 tablespoons Chocolate Syrup
1&1/3 cup dried milk
3 cups cold water
1 teaspoon vanilla
1 cup crushed ice

Put ingredients in blender. Whirl until frothy. (serves 4)

ORANGE JULIUS

½ of 6-oz. can orange juice concentrate (1/3 cup)
½ cup milk
½ cup water
¼ cup sugar
½ teaspoon vanilla
8 ice cubes

Combine all ingredients in blender. Cover and blend til smooth. Serve immediately. (serves 6 - 8)

FRUIT ICEE

1 6-oz. can frozen juice concentrate
2½ cups crushed ice

Combine ingredients in blender. Punch blend button; count to 5. Release. Count to 5. Repeat once, or more if necessary. (serves 6)

NOTE: Counting to 5 allows blender motor to rest and prevents over-heating.

3.3.5

Directions: Referring back to teacher SHOW-A-RAMA recipes:

A. Draw a line connecting the ingredients used in each recipe with the required measuring tools.

B. Draw a line connecting the other supplies (or equipment) for the cookie recipe with their purposes.

PEANUT BUTTER COOKIES

A.

Ingredients	MEASURING TOOLS
sugar	dry measuring cup (1 cup)
milk	= ½ stick or 4 tablespoons
oleo	dry measuring cup (½ cup)
oatmeal	measuring spoons (1 teaspoon)
peanut butter	liquid measuring cup
vanilla	dry measuring cup (1 cup)

B.

SUPPLIES and EQUIPMENT	PURPOSE
wooden spoon	used for "dropping" cookies
saucepan	lines cookie sheet
hot plate/range	holds "cooling" cookies
2 teaspoons	holds ingredients for mixing and boiling
wax paper	used for stirring
cookie sheet	heats the ingredients

MILK SHAKE and FROSTY MILK SHAKE

A.

Ingredients	Measuring Tools
milk	dry measuring cups (1 cup & 1/3 cup)
ice milk (1 cup)	measuring spoons (tablespoon)
chocolate	dry measuring cup
dried milk	liquid measuring cup
water	= 1/8 of a carton
vanilla	measuring spoons (1 teaspoon)
crushed ice	liquid measuring cup

ORANGE JULIUS and FRUIT ICEE

A.

Ingredients	Measuring Tools
milk	dry measuring cup (1 cup & ½ cup)
water	measuring spoon
sugar	liquid measuring cup
vanilla	dry measuring cup (¼ cup)
crushed ice	liquid measuring cup
orange concentrate	

3.3.5 HAND-OUT Standard: X-4.153

Demonstration: MILK DRINKS AND FRUIT ICEE

Beverages made with milk fit into meals and into between-meal and end-of-day snacks. Cold, flavored beverages include eggnogs; milk-shakes flavored with chocolate, vanilla, spices, molasses, maple, or banana, strawberry, and other fruit purees.

If there is need to keep calories low, make flavored beverages with skim milk - fresh, dry, or evaporated.

For something hot, make cocoa with milk; or serve coffee European style - pouring hot milk and hot coffee together into the cup.

LAB ASSISTANT #1: assemble ingredients on tray....
#2: assemble equipment on tray ....
(after demonstration, wash and assemble for next class)
#3: read steps and SCIENCE PRINCIPLES as demonstrated
#4: (2 girls each kitchen) assemble on large tray - 2 liquid measuring cups, enough 5 oz. glasses for each girl
Wash, Dry, and Store all equipment before end of period

EQUIPMENT NEEDED:

- Dry measuring cups: 1 cup, 1/3 cup, ¼ cup
- Measuring spoons: 1 teaspoon, 1 tablespoon
- Liquid measuring cups: 2 or 4 cup
- 1 cup blender
- wire whip
- table knife
- saucepan

PRE-TEST: 2 Lab Assistants in each kitchen point to storage area where the above equipment is to be found in each kitchen.

RECIPE	SCIENCE PRINCIPLES
Chocolate Sirup	
1. Mix ¼ c. (or 4 tbs. cocoa) with ¼ - ½ c. sugar and 1/8 tsp. salt	1. Cocoa dissolves better when in combination with the sugar.
2. Add 1 c. water - stir to dissolve	2. Salt brings out flavor of hot milk drinks.
3. Heat to a boil - then lower heat to simmer for 3 - 4 minutes	3. A) Sugar dissolves better in hot water than in cold. B) Cooking, on low heat, prevents burning the cocoa and causes cocoa granules to swell and thicken the sauce.

HOT CHOCOLATE
Add 4 c. milk:evaporated skim (1 can = 1-2/3 c.) - plus 1 can water - plus 2/3 C. of dry milk (reconstituted dry milk - 1 c. dissolved in 4 c. warm water) - skim or homogenized fluid milk
1 tsp. vanilla if desired
GARNISH with marshmallow, peppermint stick, dream whip, other ...
SERVE with saltines

3.3.5 HAND-OUT (continued)

CHOCOLATE MILK SHAKE
Pour into blender - 1 c. water
add chocolate sirup and 1 c. non-fat dry milk - blend.
Add ice discs up to 4 cups - blend.

FRUIT* ICEE (makes 1 quart)
Pour 1 6-oz. can frozen lemonade concentrate into blender
Fill can with water - add to blender
Add ice discs up to 4 cup mark
Blend 1 - 2 minutes

*Other frozen juices could be used.

Frozen juice concentrates make tangy, tart sauces for sundaes.

MARKET ORDER: Each kitchen will list the ingredients and amounts of each for a milk or fruit drink to be prepared tomorrow in class.

Standards: (4) X-4.143 Level 1-a,j
(5) X-4.144 Level 2-a,j
(6) X-4.145 Level 3-a,j
(18) X-4.157 Level 1-g,j

3.3.6

PEANUT BUTTER AND JELLY SANDWICH SHOP

Directions: Each student will help plan and do at least one of 5 tasks necessary for the production, preparation or serving of sandwiches.

____ 1. MARKET ORDER: Supplies Needed

AMOUNT	TYPE	SUPPLY	COST

____ 2. Total Cost of Supplies for the Class: ____________

Number of sandwiches made: ____________

____ 3. Cost to make and serve 1 sandwich: ____________

____ 4. TIME PLAN: Period begins ____________ Period ends ______________
Write the time of the period to begin and/or complete each task.

____ 5. PRODUCTION-PREPARATION-SERVING of SANDWICHES

STUDENT WORKER	JOB PERFORMED	TIME	TASKS TO BE DONE
	1. Shop Manager		Converts classroom to sandwich shop Assigns workers to stations Hires substitutes for absent workers Invites guests Keeps workers on Time Schedule
	2. Assistant Cook		Spreads 2 T. peanut butter on 1 slice bread
	3. Assistant Cook		Spreads 2 T. jelly on 1 slice bread
	4. Chef/Cook		Put 2 slices of bread together and cut in half
	5. Chef/Cook		Place ½ sandwich on napkin and garnish with parsley
	6. Supervisor		Lines trash can with paper Watches and reminds workers of sanitary work habits Inspects sandwiches
	7. Host/Hostess		Decorates tables Seats guests Watches time schedule and class clean-up

3.3.6 PEANUT BUTTER AND JELLY SANDWICH SHOP (continued)

STUDENT WORKER	JOB PERFORMED	TIME	TASKS TO BE DONE
	8. Waiter/Waitress		Serves sandwiches; clears and cleans tables
	9. Dishwasher		Washes
	10. Dishwasher		Dries sweep floor
	11. Artists		Makes window or door sign
	12. Photographer		Takes pictures for school paper
	13. News Reporter		Writes news story
	14. Customer		Role-play being curteous customers Observe: Was this a successful food production? Why or why not?

Student HOME or EXTENDED EXPERIENCE Report

Describe any of these jobs you have practiced at home or outside the classroom.

Describe your results.

Record family comments.

Describe YOUR suggestions for IMPROVEMENT.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.3.7	Recognize and evaluate tools, tasks and techniques; and participate in a production line for preparing PIZZA CUPS.	3.3.7	Using hand-out, PIZZA CUP PARLOR, 1. Write a MARKET ORDER. 2. Write the COST of supplies. 3. Figure COST-TO-MAKE for one serving. 4. Write a TIME PLAN for one class period. 5. Assist in production, preparation or serving of Pizza Cups.	3.3.7	Hand-out: PIZZA CUP PARLOR Supplies needed for 12 pizzas: 3/4 lb. ground beef 1 6-oz. can tomato paste 1 T. instant minced onion 1 t. Italian seasoning ½ t. salt 1 can refrigerated flaky baking powder biscuits (12 biscuits) 3/4 c. Mozzorella cheese 12 napkins	
3.3.8	Recognize and evaluate tools, tasks and techniques; and participate in a production line for preparing any of the following: 1. Faculty Drop-In 2. Stand-Up Breakfast 3. Open-House 4. FHA Social	3.3.8	Students plan, prepare and serve food for social occasions. Using a plan sheet.	3.3.8	Suggestions for: 1. FACULTY DROP-IN Sandwiches - tuna salad, egg salad or whatever teacher desires. Cookies - slice and bake - choose one or two kinds. Students follow directions on package. Punch - teacher's choice of recipe suggestion. Use Kool-Ade for base - add fruit juice, ginger ale as desired. 2. STAND-UP BREAKFAST "Biscuit Novelties" Young Living 136-137 Cocoa (students) or coffee (faculty) 3. Same as #1 4. Hand-out: PLANNING A PARTY	

3.3.7

PIZZA CUP PARLOR HANDOUT

PIZZA CUP RECIPE

3/4 lb. ground beef
1 6-oz. can tomato paste
1 T. instant minced onion
1 t. Italian Seasoning
½ t. salt
1 can refrigerated flaky baking powder biscuits (12 biscuits)
3/4 cup Mozzarella cheese

In large skillet, brown ground beef - drain. Add tomato paste, onion, and seasoning. Simmer uncovered, stirring frequently, for 5 minutes. Meanwhile, separate biscuit dough into 12 biscuits. Place one biscuit in each of 12 ungreased muffin cups, pressing dough up sides to edge of cup. Spoon meat mixture into cups. Sprinkle each with cheese.

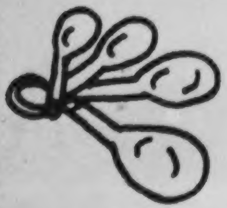
Bake at 400° F. for 10 to 12 minutes - or until golden brown.

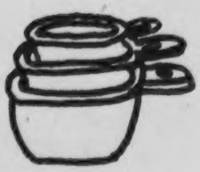
Makes 12 Pizza Cups.

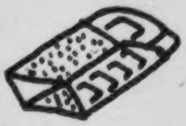
(Contributed by Alveta Allen)

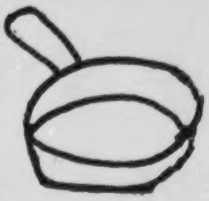
UTENSILS AND EQUIPMENT

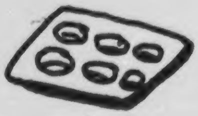
Directions: After you read the recipe, match the pictures of the utensils you will need for the Pizza Cups with their names.











__________ 1. __________ 2. __________ 3. __________ 4. __________ 5.

A. Fry Pan
B. Muffin Pan
C. Measuring Spoons
D. Dry Measuring Cups
E. Grater

Standards: (4) X-4.143
(5) X-4.144
(6) X-4.145
(18) X-4.157

3.3.7 Hand-out PIZZA CUP PARLOR

Directions: Each student will help plan and do at least 1 of 5 tasks necessary for the production, preparation or serving of Pizza Cups.

____ 1. MARKET ORDER: Supplies Needed

AMOUNT	TYPE	SUPPLY	COST
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________

____ 2. Total cost of supplies for the class: ________
Number of Pizza Cups produced: ________

____ 3. Cost to make and serve 1 pizza: ________

____ 4. TIME PLAN: Period begins ________ Period ends ________
Write the time of the period to begin and/or complete each task.

____ 5. PRODUCTION-PREPARATION-SERVING of PIZZA CUPS

STUDENT WORKER	JOB PERFORMED	TIME	TASKS TO BE DONE
________	1. Parlor Manager	______	Converts classroom to Pizza Parlor Assigns workers to stations Hires substitutes for absent workers Invites guests Keeps workers on Time Schedule
________	2. Meat Cook	______	Browns meat
________	3. Assistant Cook	______	Measure onions, seasonings; add to meat
________	4. Assistant Cook	______	Open can tomato paste; add to meat
________	5. Chef/Cook	______	Simmers and stirs sauce for 5 min.
________	6. Assistant Baker	______	Opens biscuit can; separates biscuits
________	7. Baker	______	Places biscuits in cups; press up sides
________	8. Assistant Cook	______	Spoons mixture into cups
________	9. Assistant Cook	______	Shreds the cheese
________	10. Chef/Cook	______	Sprinkles cheese
________	11. Pizza Chef	______	Preheats oven 10 min.; bakes; removes from oven Turns off oven
________	12. Supervisor	______	Lines trash can with paper. Checks sanitary habits of workers Inspects pizzas.

3.3.7 Hand-Out
PIZZA CUP PARLOR (continued)

STUDENT WORKER	JOB PERFORMED	TIME	TASKS TO BE DONE
	13. Host/Hostess		Decorates tables Seats guests Watches time schedule; class clean-up
	14. Waiter/Waitress		Serves pizzas; clears and cleans tables
	15. Dishwasher		Washes - sweeps
	16. Dishwasher		Dries - "picks up" - floor
	17. Artists		Makes window or door sign
	18. Photographer		Takes pictures for school paper
	19. News Reporter		Writes news story
	20. Customer		Role play being courteous customer. Observe: Was this a successful food production? Why or why not?

Student HOME or EXTENDED EXPERIENCE Report

Describe any of these jobs you have practiced at home or outside the classroom.

Describe your results.

Record family comments.

Describe YOUR suggestions for IMPROVEMENT.

3.3.8 Hand-out

PLANNING A PARTY FOR PARENTS OR TEACHERS AT SCHOOL

Plan Ahead:

1. Be sure that all guests have a chance to visit with other guests.
2. See that each guest meets everyone.
3. Plan to have one member greet guests and show them where to put their wraps.

PARTY PLANNING CHART

Number of Guests: ____________

Number of Members: ____________

Date: ____________________

Hour: ____________________

Place: ____________________

MENU

____

____

____

AHEAD OF TIME JOB	PERSON TO DO IT	SUPPLIES & GROCERIES TO BUY	EQUIPMENT NEEDED

DAY OF THE PARTY

Teams: ____________

Food Fixers: ____________

Table Setters & Servers:

Front door Greeters:

Program or Entertainers:

Students Doing

DO-ERS CHART
DUTIES & RESPONSIBILITIES

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES	
3.4	The student will identify advantages and disadvantages of Food and Nutrition careers, as evidenced by answering correctly at least 3 questions.	3.4	ADVANTAGES-DISADVANTAGES OF FOOD AND NUTRITION CAREERS Directions: Write the number of the job beside the statement that describes its advantages and disadvantages. JOB 1. Short order cook 2. Waiter/Waitress 3. Kitchen helper 4. Specialty cook (foreign foods) 5. Nutritionist	
			ADVANTAGES	DISADVANTAGES
			____A. Uses skills from ethnic background.	Work could be repetitious.
			____B. Uses pre-prepared food.	Works under pressure during rush hours.
			____C. Possibility of earning good tips.	Must stay on feet constantly.
			____D. Efforts help people to improve their health.	Long period of training required.
			____E. Can advance to Assistant Cook or Chef.	Work could be boring.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.4.1	Recognize ADVANTAGES and DISADVANTAGES of FOOD and NUTRITION JOBS.	3.4.1	Class discuss ADVANTAGES and DISADVANTAGES of jobs listed on transparency.	3.4.1	Transparency: JOBS — ADVANTAGE — DISADVANTAGES Short Order Cook ______ ______ Waiter/Waitress ______ ______ Kitchen Helper ______ ______ Specialty Cook (Foreign Foods) ______ ______ Nutritionist ______ ______ Others?	
3.4.2	Distinguish JOB ADVANTAGES and DISADVANTAGES for "Food Related Services in a Hospital".	3.4.2	Each group answer questions on one of five hand-outs, describing "Food Related Services in a Hospital". Report ADVANTAGES and DISADVANTAGES discovered to the class.	3.4.2	Divide class into 5 small groups. Hand-outs 1. A typical day for the Food Technician. 2. A typical day for the Cafeteria Aide. 3. A typical day for a Diet Aide. 4. A typical day for the Part-Time Worker. 5. A typical day for the Kitchen Diet Aide.	

3.4.2 #1

A TYPICAL DAY FOR THE FOOD TECHNICIAN AT A MEDICAL CENTER

The day starts at 10:00 and ends at 6:00. Look at the jobs which will be done at the different times and check whether you think you would like or dislike the job.

		LIKE	DISLIKE
10:00 -	On duty. Assist in assembly of salads and desserts for lunch. Make salads and sandwich plates for lunch and dinner.		
11:15 -	Go on break.		
11:30 -	Back-up lunch line, do any cooking in recon.		
1:00 -	Cafeteria closes. Go to lunch.		
1:30 -	Go over menu and begin assembly of food for dinner. Check menu for following day and check out food from stockroom.		
3:30 -	Fill recon and turn on.		
3:45 -	Go on break.		
4:00 -	Finish dinner preparation and set up line.		
4:30 -	Cafeteria opens for dinner. Serve hot food and do back-up.		

ANSWER THE FOLLOWING QUESTIONS:

1. What amount of time do you have off for eating lunch? ____________ for a mid-morning break? ______________ for an afternoon break? ______________.
2. How many hours do you work daily? ________________
3. What kind of equipment do you need to know how to operate? ________________
   ____
4. What is one advantage you see to this job? ______________________________
   ____
5. What is one disadvantage you see to this job? ___________________________
   ____

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center; Personnel Performance at the Peak of the "Raw-toReady" Scale, Food Service Magazine, November 1970, pgs. 46-47.

3.4.2 #2

A TYPICAL DAY FOR THE CAFETERIA AIDE AT A MEDICAL CENTER

The day starts at 9:30 and ends at 6:00. Look at the jobs which will be done at the different times, and check whether you think you would like or dislike the job.

		LIKE	DISLIKE
9:30 -	On duty, clean dining room tables and straighten chairs, pick up trash and keep in orderly fashion.		
	After cafeteria closes for break, see that it is cleaned and ready for lunch.		
	Run trays through dish machine.		
10:45 -	Go on break.		
11:00 -	Help set up line. Set up desserts.		
1:00 -	Lunch line closes - clean up station.		
1:15 -	Eat lunch.		
1:45 -	Straighten and clean tables and chairs for dinner.		
3:00 -	Break		
3:15 -	Help dish up desserts. Set up cafeteria line for dinner.		
4:30 -	Cafeteria opens - back-up for salads, desserts, and for hot food service.		
6:00 -	Off duty (see that line is entirely set up, and no one needs anything before leaving).		

ANSWER THE FOLLOWING QUESTIONS:

1. What amount of time do you have off for eating lunch? _____ for a mid-morning break? _____ for an afternoon break? _____ in both breaks? _____
2. How many hours do you work daily? _______________
3. What kind of equipment will you have to know how to operate? ________________
4. What is your responsibility before leaving your job each evening? ____________
5. What kind of tools would you use in your work? ______________________
6. What is one advantage you see to this job? _________________________
7. What is the disadvantage you see to this job? ______________________
7. What training do you think would be required for this job? _____________

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970, pages 46-47

3.4.2 #3 (continued)

	LIKE	DISLIKE
2:30 - Pick up menus for dinner and breakfast tally.		
3:00 - Lock kitchen. Take down cart and tally order for 24 hours. Check out.		

ANSWER THESE QUESTIONS:

1. What amount of time do you have for eating lunch? ______ for mid-morning break? ______ for an afternoon break? ______

2. How many hours do you work daily? ______________

3. What kind of equipment will you have to know how to operate? ______________
____

4. What is one advantage you see to this job? ______________________

5. What is one *dis*advantage you see to this job? ______________________

6. What training do you think would be required for this job? ______________
____

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970 pages 46-47

3.4.2 #3

A TYPICAL DAY FOR A DIET AIDE AT A MEDICAL CENTER

The day starts at 6:30 and ends at 3:00. Look at the jobs which will be done at the different times and check whether you think you would like or dislike the job.

	LIKE	DISLIKE
6:30 - Open kitchen; turn on oven; check for diet changes and hold breakfast.		
6:45 - Assemble module for serving.		
7:00 - Load oven. Set up tray line with cold food and supplies.		
7:15 - Prepare eggs.		
7:30 - Start tray line - assemble complete meal. Responsible for all items except hot beverage and cereal.		
8:00 - Tray line complete - clean up kitchen, refrigerate any left over food.		
8:30 - Pick up trays and throw away.		
8:45 - Take down cart for supplies (either Monday, Wednesday and Friday, or Tuesday, Thursday and Saturday).		
9:00 - Go on break.		
9:15 - Pick up cart and return to sub-kitchen.		
9:20 - Put away supplies.		
9:30 - Clean kitchen.		
10:00 - Pick up menus for lunch.		
10:30 - Lunch - take down frozen food cart at lunch.		
11:00 - Return to sub-kitchen. Check in all frozen food before leaving kitchen and sign receipt.		
11:30 - Load oven. Set up tray assembly area - supplies and cold food, remove from refrigerator at last minute.		
12:00 - Begin tray line - responsible for assembly of all items except hot beverage.		
12:30 - Clean up tray line. Put away or refrigerate any food that is left.		
1:00 - Pick up trays.		
1:30 - Clean up kitchen.		

3.4.2 #4

A TYPICAL DAY FOR THE PART-TIME WORKER AT A MEDICAL CENTER

The day starts at 4:00 and ends at 7:00. Look at the jobs which will be done at the different times and check whether you think you would like or dislike the job.

	LIKE	DISLIKE
4:00 - Check in and bring cold food cart for 24 hours.		
4:15 - Turn on oven and load cart for oven - check diet changes.		
4:30 - Roll racks in oven. Assemble tray line for dinner.		
5:00 - Remove meals from oven. Begin tray line. Diet Technician will put on hot and cold beverages and check each tray.		
5:30 - Clean kitchen and refrigerate left-over food.		
6:00 - Pick up trays and discard.		
6:30 - Clean kitchen. Look and check out at 7:00.		

ANSWER THESE QUESTIONS:

1. What time do you eat lunch? _______ What amount of time do you have for breaks? _______
2. How many hours do you work daily? ____________
3. What training do you think would be required for this job? ____________________
4. What responsibility do you have before you leave the job? ____________________
5. What is one advantage you see to this job? ____________________
6. What is one disadvantage you see to this job? ____________________
7. What employee will work with you on your job? ____________________

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970 pages 46-47

3.4.2 #5

A TYPICAL DAY FOR THE KITCHEN DIET AIDE AT A MEDICAL CENTER

The day starts at 8:00 and ends at 4:30. Look at the jobs which will be done at different times and check whether you think you would like or dislike the job.

		LIKE	DISLIKE
8:00	On duty. Assemble any special diets for entrees such as puree, low protein, renal diets, etc.		
10:15	Break.		
10:30	Load special diets on cart with frozen food.		
11:00	Make nourishments, tube feedings and other specials for refrigerated carts.		
12:30	Eat lunch.		
1:00	Assemble special diets, salads and desserts.		
3:00	Help fill carts with refrigerated foods, salads, and desserts.		
4:30	Off duty.		

ANSWER THE FOLLOWING QUESTIONS:

1. What amount of time do you have off for eating lunch? ______ for a mid-morning break? _______ for an afternoon break? _______
2. How many hours do you work dialy? ____________________
3. What kind of equipment do you need to know how to operate? ________________
____
4. What special information will you need to understand for this job? __________
____
5. Who will be your "customers" for this job? _____________________________
6. What is one advantage you see to this job? _____________________________
7. What is one disadvantage you see to this job? ___________________________
8. What training do you think would be required for this job? ________________
____

Adapted from" "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, November 1970 pages 46-47

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 3.0

INTERIM PERFORMANCE OBJECTIVE 3.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
3.4.3	Analyze FOOD and NUTRITION JOB activities.	3.4.3	Choosing 2 jobs, with which you have had experience during hands-on or elsewhere, complete hand-out: "Does It All Fit Together?"	3.4.3	Hand-out: "DOES IT ALL FIT TOGETHER?"	

3.4.2 ANSWERS TO HANDOUTS #1, 2, 3

3.4.2 #1 FOOD TECHNICIAN ANSWERS

1. 30 min., 15 min., 15 min.
2. 7½
3. reconstitutes
4. serving utensils
5. chance for advancement
   working time
6. on-the-job training, high school, work experience

3.4.2 #2 CAFETERIA AIDE ANSWERS

1. 30 min., 30 min., 30 min.
2. 8
3. dishwashing machine
4. set up cafeteria line
5. cleaning cloths, dishes, silver, napkins.
6. personal satisfaction if you like the work
   long hours
7. on-the-job, high school education, work experience

3.4.2 #3 DIET AIDE ANSWERS

1. none, 15, none
2. 9 hours - 15 minutes
3. oven, assembly line equipment
4. if you can stay in, you're off early
5. too much work for one person
6. training for 2 people

Adapted from: "Raw-to-Ready" Fact File III: Broward Medical Center: Personnel Performance at the Peak of the "Raw-to-Ready" Scale, Food Service Magazine, 1970 pages 46-47

3.4.3 Handout

DOES IT ALL FIT TOGETHER?

Directions: Choose 2 jobs which you think you would like and write in the title in the space on the left. Use the job reference file if necessary and check the activities of each job.

FOODS RELATED JOB

☐	☐	1. Work in which you would do an identical task every day.
☐	☐	2. Work in which you have a variety of activities.
☐	☐	3. Work in which you develop mostly skills.
☐	☐	4. Work in which you would be mostly on your feet.
☐	☐	5. Work that demands imagination and resourcefulness.
☐	☐	6. Work that is located in a busy, unglamorous place.
☐	☐	7. Work in which you are mostly seated.
☐	☐	8. Work where you try to please customers.
☐	☐	9. Work in which your job would be only part-time.
☐	☐	10. Work in which there is great pressure to meet deadlines.
☐	☐	11. Work in which no decisions are necessary.
☐	☐	12. Work that demands rapid production.
☐	☐	13. Work in which you may do some selling.
☐	☐	14. Work done by machine.
☐	☐	15. Work where there is opportunity for advancement.
☐	☐	16. Work in which you have responsibility for handling money.
☐	☐	17. Work that includes completion of a product.
☐	☐	18. Work that involves only one part of something.
☐	☐	19. Work where noise is always present.
☐	☐	20. Work where competition is always keen.
☐	☐	21. Work in which salary is guaranteed.
☐	☐	22. Work in which many others are present.
☐	☐	23. Work that allows opportunity for over-time.
☐	☐	24. Work in which your speed, ability and output determine salary.
☐	☐	25. Work that gives satisfaction from having improved something.
☐	☐	26. Work that is completed by each person alone.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0

Accreditation Standard:
X-4.157 Level 1-g,j (#18)

On completion of a series of planned learning experiences illustrating the Home Service Occupational Cluster, at least 76% of the students will demonstrate awareness of the variety of career opportunities, recognize positive and negative aspects of careers, classify jobs according to education and training needed, and designate requirements and personal qualifications; as evidenced by correctly completing 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		4.0	HOME SERVICES OCCUPATIONAL CLUSTER TEST

Directions: Match the answers in Column II with the appropriate words in Column I.

COLUMN I	COLUMN II
1.___ Intermediate level job	A. Jobs usually available
2.___ Advantage to being a handyman	B. Work could seem lonely and boring
3.___ Hotel Manager	C. Requires honesty and dependability
4.___ Homemaker's assistant	D. Ability to give instructions
5.___ Entry level job	E. Executive housekeeper
6.___ Disadvantage to being a School Custodian	F. Laundry room worker

7-10.
Directions: List below 4 jobs using home economics knowledge and skills from the Home Service Occupational Cluster.

7.

8.

9.

10.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 (cont'd) X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.1	The student will identify opportunities for jobs related to Home Service Occupations.	4.1	JOB OPPORTUNITIES RELATED TO HOME SERVICE OCCUPATIONS Directions: From the list of jobs, complete the sentences with the job opportunity each describes. CUSTODIAN HOMEMAKER'S ASSISTANT HOTEL MANAGER LAUNDRY ROOM WORKER EXECUTIVE HOUSEKEEPER 1. A ____________________ sorts clothes and linens and/or operates machines at a commercial cleaning establishment. 2. The top executive for a hotel is the ____________________. 3. The ____________________ is responsible for cleaning schools, businesses or other institutions. 4. A(n) ____________________ can use his management skills at a hotel or at home to supervise cleaning. 5. You can be a ____________________ in your own home or assisting in someone else's home.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

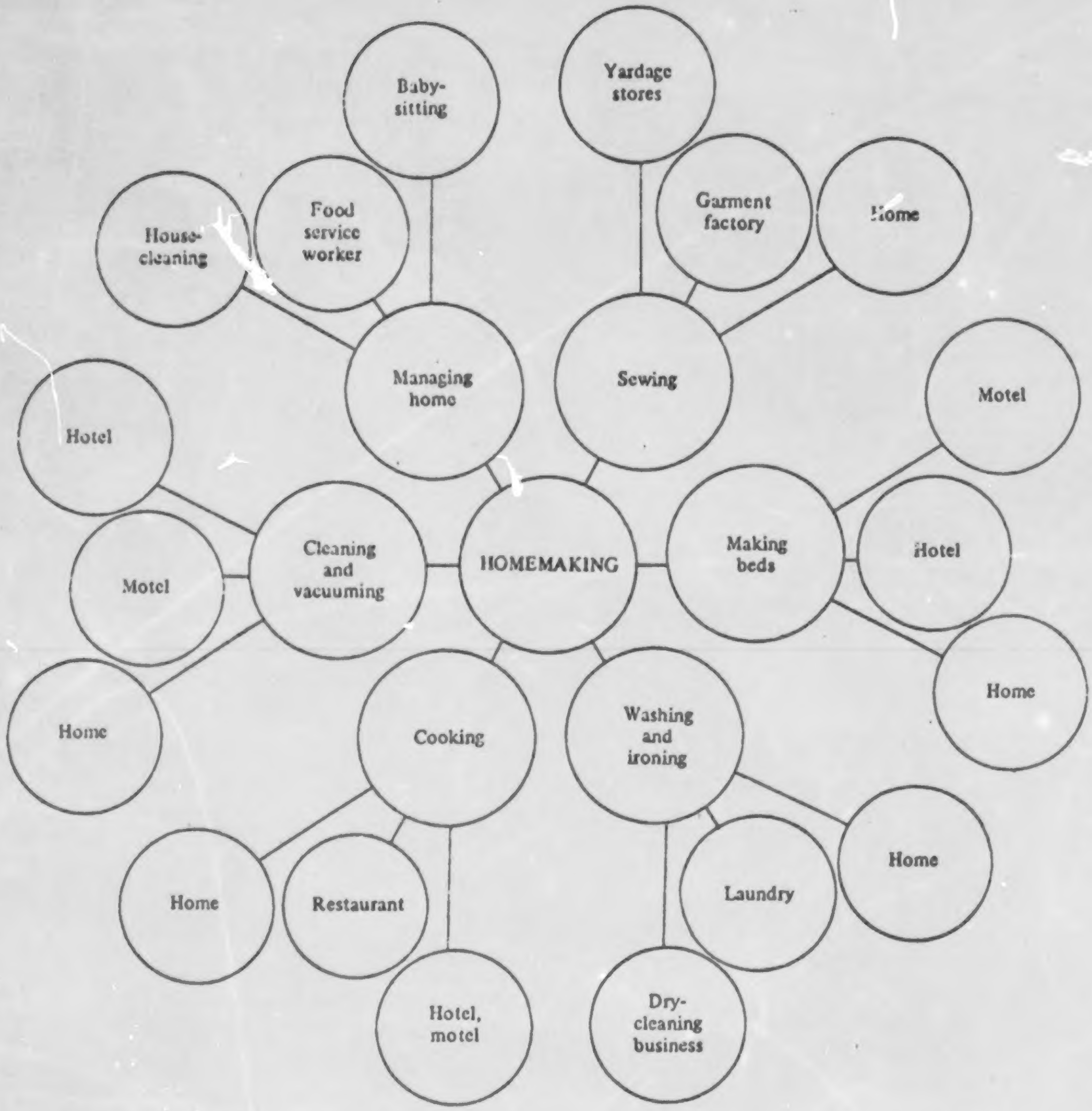
NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.1.1	Identify local opportunities for employment in home service related occupations.	4.1.1	Using the "HOME SERVICE OCCUPATION PYRAMID", class will create a bulletin board, "The Many Faces of Home Service". 1. Manager selects one job from pyramid list. 2. Artist draws face. 3. Cutter cuts face. 4. Printer prints job title on face. 5. Advertiser places on bulletin board. 6. Filler looks for illustrations of jobs shown on bulletin board. NOTE: 4 jobs X 5 classes = 20 jobs.	4.1.1	Assignment: 1. Students collect clippings from newspapers and magazines related to Home Service Related Occupations in homes, commercial establishments and institutions. Discuss in class and put together a bulletin board. 2. Student committees survey neighborhoods to determine individual need for services in the community. Hand-out: "HOME SERVICES OCCUPATIONS PYRAMID" (Appendix) Encyclopedia of Careers and Voc. Guidance Vol. II Local newspaper want-ads. Advertising of commercial establishments and institutions. Civic associations Chamber of Commerce	
4.1.2	Recognize LOCAL job opportunities for community homemaking jobs.	4.1.2	Using the transparency, "Community Homemaking Jobs", class discuss local job opportunities using the skills of the Occupation of Homemaking. (9th grade) 1. cleaning and vacuuming 2. managing home 3. sewing	4.1.2	Prepare transparency: "Community Homemaking Jobs"	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		4.1.2	(continued) 4. making beds 5. washing and ironing 6. cooking			


Baby-sitting
Yardage stores
House-cleaning
Food service worker
Garment factory
Home
Managing home
Sewing
Motel
Hotel
Cleaning and vacuuming
HOMEMAKING
Making beds
Hotel
Motel
Home
Home
Cooking
Washing and ironing
Home
Restaurant
Laundry
Home
Hotel, motel
Dry-cleaning business

The End Goal: Community Homemaking Jobs [1]

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[1] Campbell, L. Wayne, Todd, Medford, O'Rourke, Everett V., Work-Study Handbook, Division of Special Education California State Department of Education, 721 Capital Mall, Sacramento, California 95814, 1971

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.2	The student will differentiate between jobs needing advanced, intermediate or entry level training; as evidenced by answering correctly at least 3 questions.	4.2	JOB TRAINING LEVELS Directions: Beside each of the following jobs, write the letter which indicates the level of training required. A - Advanced I - Intermediate E - Entry ____ 1. Motel Maid ____ 2. Maintenance Manager ____ 3. Carpet Cleaner ____ 4. Repair Person ____ 5. Linen and/or Drapery Mender

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.2.1	Indicate LEVEL of TRAINING needed for 15 HOME SERVICE JOBS.	4.2.1	Using hand-out, TRAINING LEVELS for HOME SERVICE JOBS, indicate the level of training required for each job by placing a check in the appropriate column.	4.2.1	Hand-out: TRAINING LEVELS FOR HOME SERVICE JOBS	

KEY:

	E	I	A
1.	x		
2.			x
3.	x		
4.	x		
5.		x	
6.	x		
7.	x		
8.	x		
9.		x	
10.		x	
11.	x		
12.	x		
13.	x		
14.	x		
15.	x		

4.2.1

TRAINING LEVELS
for
HOME SERVICE JOBS

Directions: For each job, place a check under the level of training needed. You may refer to the Pyramid.

		ENTRY	INTERMEDIATE	ADVANCED
1.	Handyman			
2.	Hotel Manager			
3.	Homemaker's Assistant			
4.	Laundry Room Worker			
5.	Executive Housekeeper			
6.	Custodian			
7.	Motel Maid			
8.	Carpet Cleaner			
9.	Maintenance Manager			
10.	Repair Person			
11.	Linen and/or Drapery Mender			
12.	Wall Washer			
13.	Stock Room Worker			
14.	Market Research Interviewer			
15.	Dry Cleaner Worker			

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 (cont'd)

X-4.152

<table>
<tr><th>NO.</th><th>INTERMEDIATE PERFORMANCE OBJECTIVES</th><th>NO.</th><th>CRITERION MEASURES</th></tr>
<tr><td>4.3</td><td>The student will identify personal qualities and job requirements that affect employability in Home Services; as evidenced by responding correctly to at least 3 test questions.</td><td>4.3</td><td>PERSONAL QUALITIES AND JOB REQUIREMENTS
Directions: Match the job with the description of personal qualities and job requirements that best describe it.
<table>
<tr><th>JOB</th><th>PERSONAL QUALITIES</th><th>REQUIREMENTS</th></tr>
<tr><td>____1. Handyman</td><td>A. Works well with people</td><td>Management ability</td></tr>
<tr><td>____2. Wall Washer</td><td>B. Appreciates orderliness</td><td>Dependability</td></tr>
<tr><td>____3. Stock Room Worker</td><td>C. Inventive</td><td>Must perform a variety of tasks</td></tr>
<tr><td>____4. Hotel Manager</td><td>D. Neat and accurate</td><td>Needs sewing skills</td></tr>
<tr><td>____5. Linen and/or Drapery Mender</td><td>E. Not bored by repetitious work</td><td>Physical strength</td></tr>
</table></td></tr>
</table>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.3.1	Recognize TASKS typical of HOME SERVICE OCCUPATIONS.	4.3.1	Using TRAINING LEVELS FOR HOME SERVICE JOBS hand-out, or PYRAMID, volunteers pantomime one or more jobs; class guess the name of the job.	4.3.1	Hand-out: TRAINING LEVELS FOR HOME SERVICE JOBS or PYRAMID (Appendix)	
4.3.2	Identify PERSONAL QUALITIES which contirbute to EMPLOYABILITY.	4.3.2	Check your responses to "PERSONAL QUALITIES FOR JOB SUCCESS" (for the HOME SERVICE WORKER) check-list.	4.3.2	Hand-out: PERSONAL QUALITIES FOR JOB SUCCESS ("Housekeeping Management Assistant" School of Home Economics, Texas Tech Univ., 1969)	
4.3.3	Recognize PERSONAL QUALITIES for JOB SUCCESS.	4.3.3	a) Discuss ways by which a person demonstrates promptness, dependability, cooperativeness and good attitude toward work. b) Prepare a mobile or window poster, PERSONAL QUALITIES for JOB SUCCESS: Artist: design, draw Cutter: cut out Paster: paste or glue Printer: print Hanger: punch holes, tie string Manager: hang, supervise workers	4.3.3	Desirable personal qualities of a person engaged in home service: 1. Acceptable appearance 2. Promptness 3. Dependability 4. Cooperation 5. Good attitude 6. Ability to follow instructions.	
4.3.4	Recognize steps in DECISION-MAKING.	4.3.4	List, draw or prepare mobile or poster titled STEPS IN DECISION-MAKING.	4.3.4	Transparency: STEPS IN DECISION-MAKING 1. ... define the problem 2. ... gather and examine the facts 3. ... recognize possible solutions	

4.3.2 PERSONAL QUALITIES FOR JOB SUCCESS

What kind of HOME SERVICE worker would you make? Answer the following questions honestly and see how you rate. If you have not had a job, think about your attitudes toward going to school, which is your world of work.

WHAT DESIRABLE CHARACTERISTICS DO YOU HAVE?

YES NO

___ ___ 1. Do you have real willingness and desire to learn new skills and new ways of doing things?

___ ___ 2. Can you apply yourself to a job without being easily bored or distracted?

___ ___ 3. Can you adapt to new and unexpected situations easily?

___ ___ 4. Can you meet a complaint with good humor, not an argumentative answer?

___ ___ 5. Can you work under pressure, when necessary, without becoming nervous or upset?

___ ___ 6. Are you friendly with everyone?

___ ___ 7. Do you have confidence in your abilities?

___ ___ 8. Are you emotionally stable, capable of taking things in your stride?

___ ___ 9. Do you have a sense of duty and responsibility?

___ ___ 10. Are you reliable? Can you be depended on to do a job satisfactorily?

___ ___ 11. Do you avoid gossip about business matters?

___ ___ 12. Are you willing to cooperate with all your fellow workers?

___ ___ 13. Do you give careful attention to routine details of your job or do you neglect things you don't like?

___ ___ 14. Can you follow directions willingly and accurately?

___ ___ 15. Do you leave personal problems at home so you can give your full attention and effort to your job?

___ ___ 16. Are you always on time to work?

___ ___ 17. Do you get enough sleep so you don't have that "tired feeling" at work?

4.3.2

PERSONAL QUALITIES FOR JOB SUCCESS (continued)

YES NO

___ ___ 18. Can you work without constant supervision?

___ ___ 19. Do you ask questions about things you don't understand?

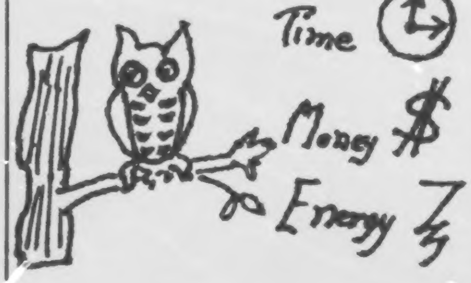
___ ___ 20. Are you neat in appearance?

If you answered yes to at least 13 of the questions, you have the characteristics necessary to be a good employee in HOME SERVICE.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				4.3.4	(continued) 4. ... choose a solution 5. ... make and follow a plan of action Florida State Resource Guide MANAGEMENT and FAMILY ECONOMICS page 5	
.3.5	Apply STEPS IN DECISION-MAKING to housekeeping problems at home or on the job.	4.3.5	Using the 5 STEPS IN DECISION-MAKING, answer "What would you do?" and "Why" on hand-out, APPLYING STEPS IN DECISION-MAKING to HOUSEKEEPING PROBLEMS.	4.3.5	Hand-out: APPLYING STEPS IN DECISION-MAKING to HOUSEKEEPING PROBLEMS (Manatee County Lesson Guide, 6/73 D2-P3)	
.3.6	Recognize basic TOOLS for HOME SERVICE TASKS.	4.3.6	Work crossword puzzle, TOOLS f[illegible] HOME SERVICE TASKS.	4.3.6	Hand-out: TOOLS for HOME SERVICE TASKS (crossword puzzle)	
.3.7	Recognize need for CONSERVATION of RESOURCES.	4.3.7	Class discuss bulletin board to define and explain the need for conserving resources of: TIME ENERGY MONEY HEALTH	4.3.7	Bulletin Board: "A WISE OWL IS CAREFUL WITH ...... 	

4.3.5 APPLYING STEPS IN DECISION-MAKING TO HOUSEKEEPING PROBLEMS AT HOME OR ON THE JOB

STEPS IN DECISION-MAKING

Directions: Complete the 5 steps in decision-making with the word from the word list.

1. .... define the ________________.
2. .... gather and examine the ____________.
3. .... recognize possible ____________ and consequences of each.
4. .... choose a ________________.
5. .... make and follow a ________ of action.

WORD LIST

facts
plan
solution
problem
solutions

Directions: Using the 5 STEPS IN DECISION-MAKING, answer - "What Would You Do?" and "Why?"

Harold was working at the Holiday Inn in Sarasota, operating large machines - cleaning and waxing floors.

His job was to do the large meeting room and have it all completed by noon.

Some guests came into the room where Harold was working. Harold did not know their reasons for being in the room. The machines were noisy and difficult to handle.

The guests were standing in the area where Harold needed to work to complete the job by noon.

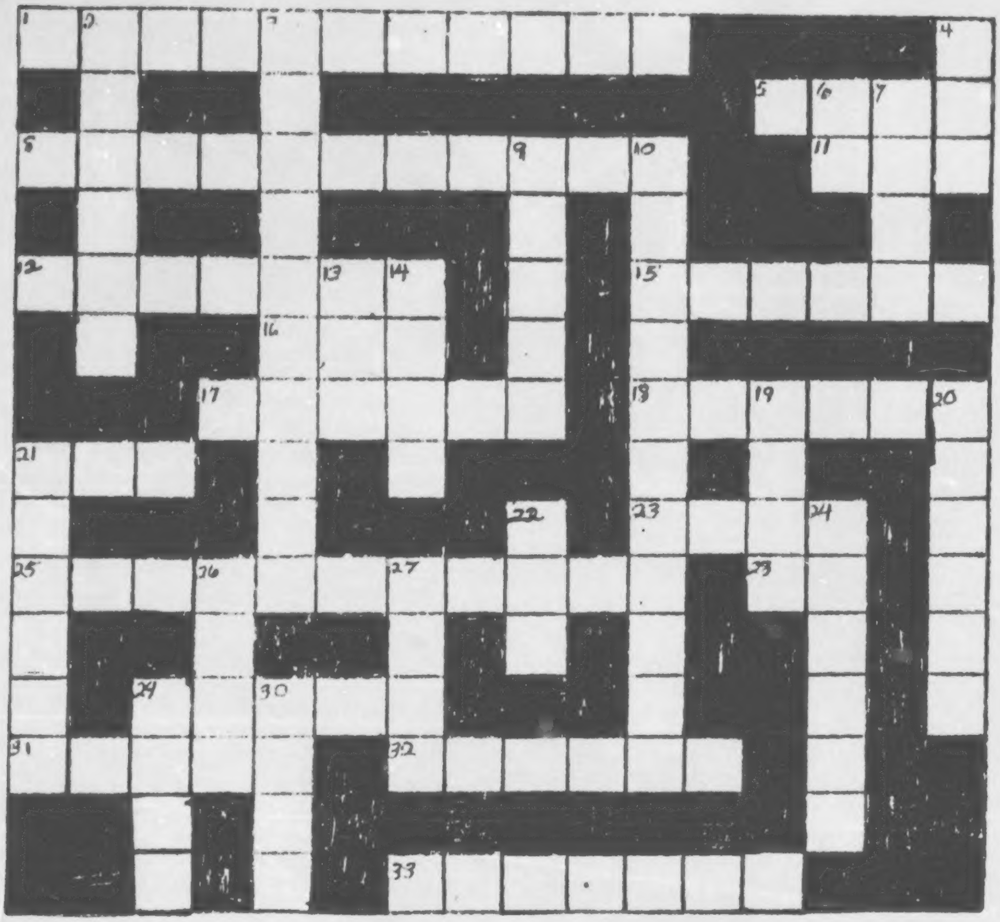
What would you do if you were Harold?

What would you say?

How would you do it?

4.3.6

CROSSWORD PUZZLE
HOME SERVICE EQUIPMENT



ACROSS

1. Used to clean the range
5. Household Product that comes in a box and cleans many things
8. Scrubs pots, pans and sinks
11. Similar to a carpet
12. Containers used to hold water while cleaning
15. Used to make a bed
16. Opposite of bottom
17. Used to sweep
18. Pane of glass
21. Used to shine furniture or floors
23. Used to wash hands
25. Used to clean bathroom bowl
28. Preposition
29. Detergents sometime ____ your hands
31. _____ towels
32. Pads used to absorb liquids
33. ____ is used for cleaning rugs

DOWN

2. Electric sweeper
3. Used to "fluff" up shag
4. Old piece of cloth used for cleaning
6. Either... ___
7. To wipe particles from furniture with a cloth
9. Buckets
10. ____ liquid is used for washing plates
13. Also
14. ____ remover is used for cleaning small stains
19. Tidy
20. A window ____ cleans windows
21. Implement used to wash floors
22. A creature you'll get if things aren't clean
24. Used to make things shine
26. Never be ____ for a job
27. Garbage ____ will keep the can clean
29. Fight
30. Used for pressing

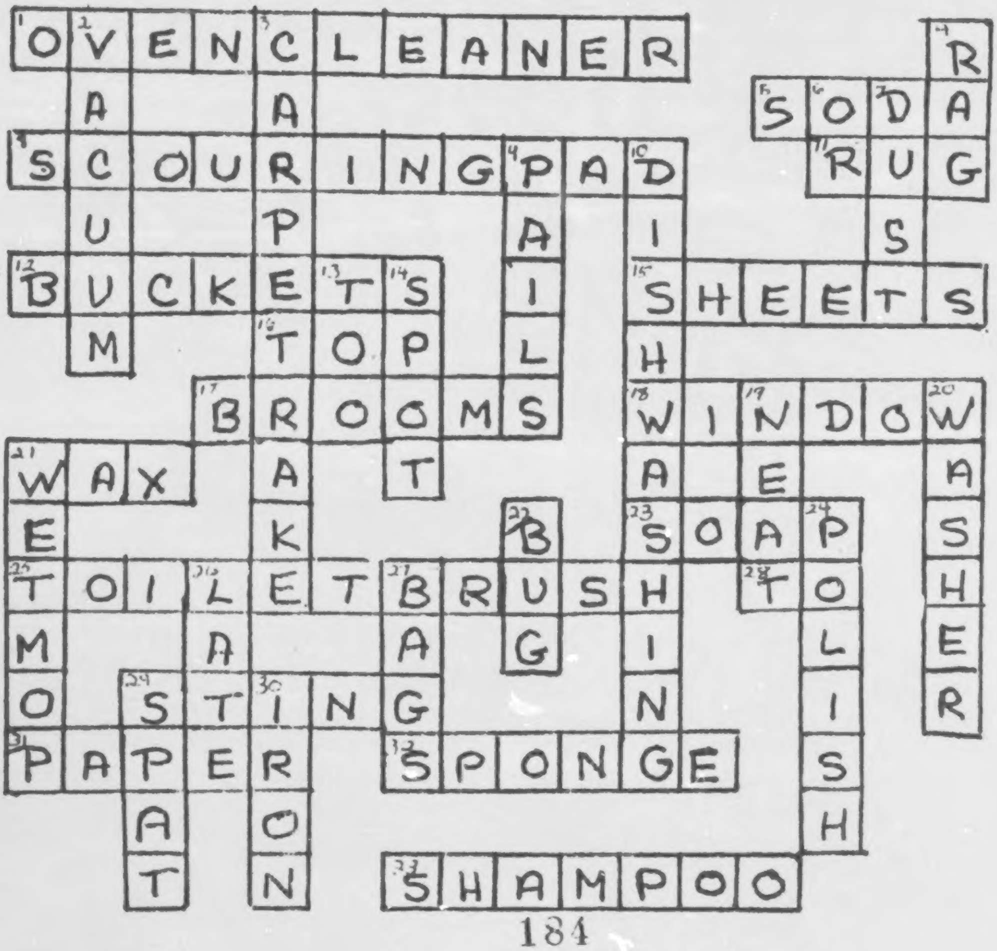
4.3.6 CROSSWORD PUZZLE KEY

NOTE: Below are listed all of the words in the CROSSWORD PUZZLE. The teacher may want to write them on the board as an aid to the students while they work the Crossword Puzzle.

DUST
SHEETS
TO
SPAT
WASHER
SHAMPOO
WAY
BROOMS
PAILS
NEAT
IRON
RUG

STING
OR
OVEN CLEANER
BAGS
WINDOW
SPOT
LATE
RAG
VACUUM
DISHWASHING
SOAP
BUCKETS

PAPER
CARPET RAKE
TOO
TOILET BRUSH
TOP
SCOURING PAD
BUG
POLISH
SODA
SPONGE
WET MOP


1 OVENCLEANER
4 R
5 SODA
8 SCOURINGPAD
11 RUG
12 BUCKETS
15 SHEETS
16 TOP
17 BROOMS
18 WINDOW
21 WAX
23 SOAP
25 TOILETBRUSH
28 TO
29 STING
31 PAPER
32 SPONGE
33 SHAMPOO

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				4.3.7	(continued) "300 Ways to Save Time in Homemaking", Good Housekeeping Bulletin. Housecleaning Management and Methods. Managing Living Time pp.10-23 Exploring Home and Family Living Chapter 16	
4.3.8	Demonstrate skill in saving TIME, ENERGY and MONEY on the job or at home.	4.3.8	After teacher demonstrations, students go to hands-on station of their choice; after which groups will discuss and report to class their answers to RESOURCE analysis questions.	4.3.8	Teacher prepare 2 transparencies COMPONENTS OF SKILL TRAINING RELATED TO SPECIFIC JOBS.	
			1) Sorting clothes for before laundry.		1) Proctor and Gamble Take-Home Leaflet, "LAUNDERING"	
			2) Bed making; using regular bed or improvising using 2 boxes.		2) Steps for "Once-Around Bedmaking" (Texas Tech University, Home Economics, "Housekeeping Management Assistant", p.A-53)	
			Question: What RESOURCES did we save by organizing supplies in order of use?		Answer: TIME, ENERGY	
			3) Preparing a Handy Caddy.		3) Use and decorate soft drink carton or fruit basket	
			Question: What RESOURCES do we save by organizing small tools and supplies needed for a job?		Answer: TIME, ENERGY	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		4.3.8	(continued)	4.3.8	(continued)	
			4) Dusting furniture and/or setting the table.		4) Use both hands to show dusting or tablesetting.	
			Question: What RESOURCES did we save by using both hands?		Answer: TIME, ENERGY	
			5) Picking up dustpan or newspaper from the floor.			
			Question: What RESOURCE do we save by dressing comfortably and practicing good posture at all times?		5) Answer: HEALTH	
			6) Cleaning windows with newspaper and either (½ vinegar + ½ water solution) or amonia.			
			Question: What RESOURCE do you save using home supplies, on hand, instead of commercially prepared products?		6) Answer: MONEY	
			7) Launder a load of towels.			
			Question: What RESOURCE do you save by using the correct amount of detergent?		7) Answer: MONEY SUPPLIES	
			8) Making a POT SCRUBBER or lint remover.		8) Hand-out: POT SCRUBBER or LINT REMOVER	
			Question: What RESOURCE do you save by making your own Pot Scrubber?		Answer: MONEY	

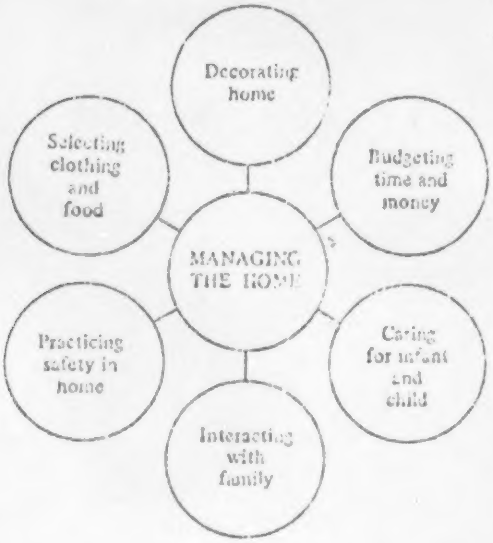
Home Service
4.3.8

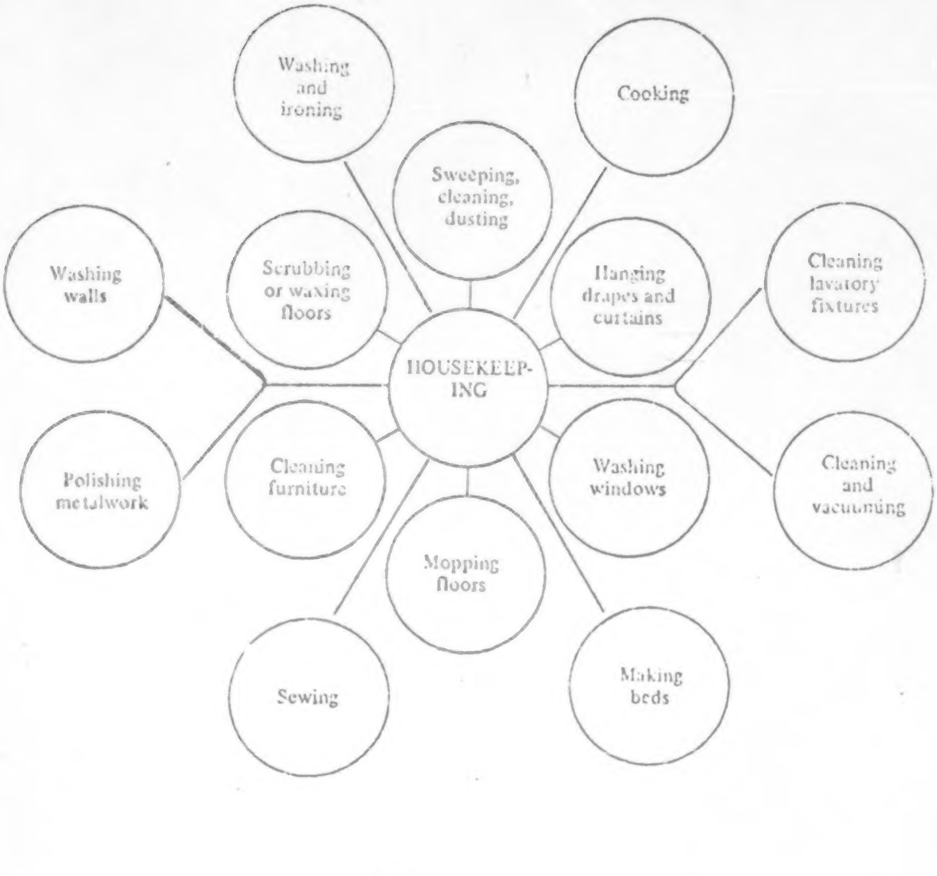
HANDY CADDY INSTRUCTIONS

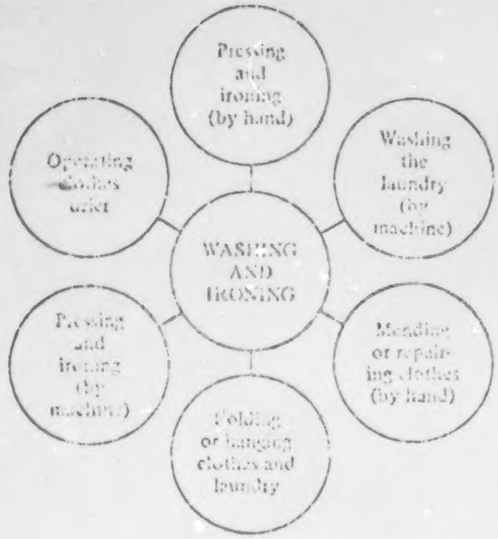
Use a cardboard carton in which soft drinks are packaged. Paint the carton with a bright colored enamel. The paint will not only cover the printing on the carton, but also add strength. You might also want to cover the paint with clear shellac. For added decoration on the caddy, add decals, magazine cut-outs or cut-outs from adhesive backed paper.

In each of the sections of the carton, pleace an item - cleanser, paper towels, window cleaner, furniture polish, or what have you. The caddy may be carried from room to room.

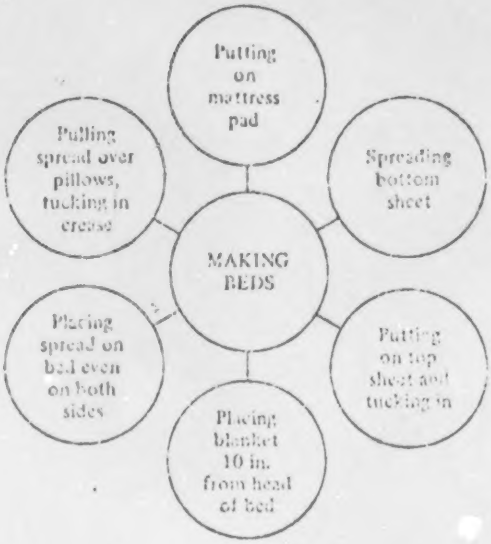
4.3.8 COMPONENTS OF SKILL TRAINING RELATED TO HOMEMAKING


Decorating home
Selecting clothing and food
Budgeting time and money
MANAGING THE HOME
Practicing safety in home
Caring for infant and child
Interacting with family

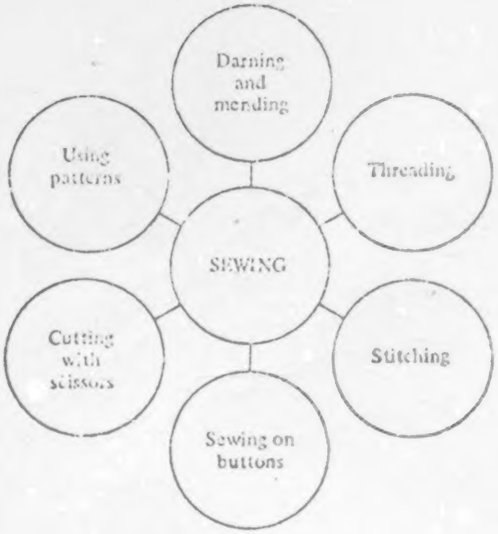

Washing and ironing
Cooking
Sweeping, cleaning, dusting
Washing walls
Scrubbing or waxing floors
Hanging drapes and curtains
Cleaning lavatory fixtures
HOUSEKEEPING
Polishing metalwork
Cleaning furniture
Washing windows
Cleaning and vacuuming
Mopping floors
Sewing
Making beds


Pressing and ironing (by hand)
Washing the laundry (by machine)
Mending or repairing clothes (by hand)
Folding or hanging clothes and laundry
Pressing and ironing (by machine)
Operating clothes drier
WASHING AND IRONING

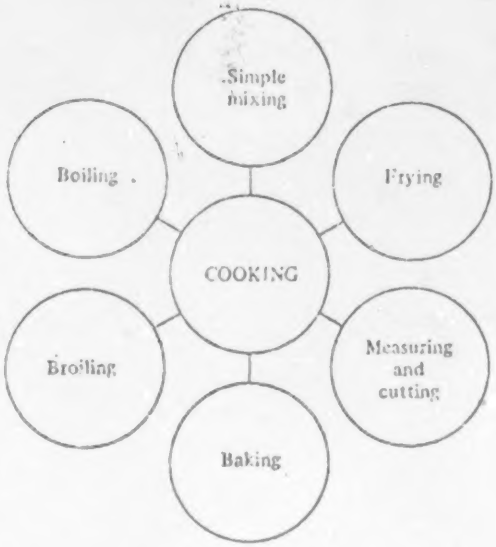
Skill Components for Washing and Ironing


Putting on mattress pad
Spreading bottom sheet
Putting on top sheet and tucking in
Placing blanket 10 in. from head of bed
Placing spread on bed even on both sides
Pulling spread over pillows, tucking in crease
MAKING BEDS

Skill Components for Making Beds


Darning and mending
Threading
Stitching
Sewing on buttons
Cutting with scissors
Using patterns
SEWING

Skill Components for Sewing


Simple mixing
Frying
Measuring and cutting
Baking
Broiling
Boiling
COOKING

Skill Components for Cooking

4.3.8 (2) "ONCE-AROUND" BEDMAKING

1. Center bottom sheet on bed. Unfolding lengthwise, place lower hem edge at foot. At head of bed, tuck under surplus length and miter the corner. Tuck under side edge.

2. Center top sheet on bed with upper edge against headboard. Unfold, letting surplus fall over foot of bed.

3. Unfold and center blanket over top sheet with upper edges 8 - 10 inches down from the headboard.

4. Fold top sheet back over top edge of blanket. Smooth blanket, working toward foot of bed.

5. At lower corner, tuck under surplus length and miter the blanket and top sheet together. (Do not tuck in side edge of blanket and top sheet.)

6. Unfold and center spread on bed. Smooth, working toward head. Fold down top edge of spread to receive pillow.

7. Place pillow in case using hands only. Place pillow over folded down spread and arrange spread smoothly over the pillow.

8. On other side of bed at foot, pull bottom sheet taut. Tuck bottom sheet under mattress - about half-way up side of bed.

9. Straighten top sheet on lower corner, letting surplus hang over foot. Pull blanket over lower corner of bed. Tuck blanket and top sheet of surplus length under end of mattress together, mitering corners together. Smooth spread over lower corner.

10. At head of bed, pull bottom sheet taut over corner. Tuck surplus length under mattress and miter corner. Tuck under remaining side edge.

11. Straighten top sheet and blanket, folding top sheet over top edge of blanket. Smooth and adjust spread over pillow.

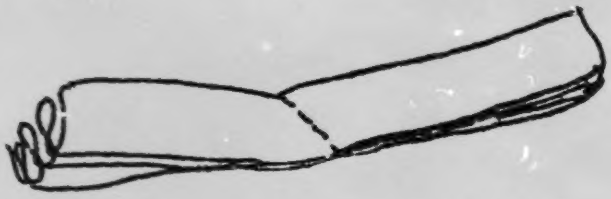
POT SCRUBBER OR LINT REMOVER

SUPPLIES NEEDED FOR TWO: COST

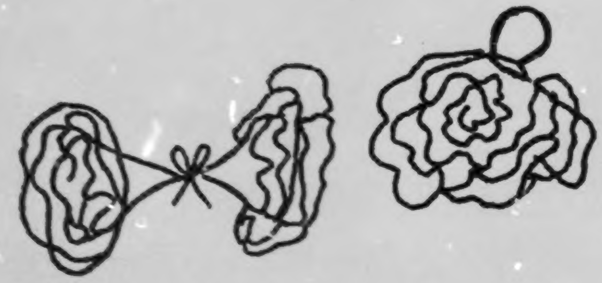
20" of stiff net (72" wide)
Needle
Thread
Scissors
12 - 16 Embroidery Floss, string or cord

DIRECTIONS:

JOB	TASK
MEASURER #1	Measures and marks off (lengthwise) 20" sections of net (each 20"x72" section will make two)
CUTTER #1	Cuts net into 20"x72" sections. Then cuts each section in half to make 20"x36" sections which will make 2 pot scrubbers.
MEASURER #2	Marks 20" lengths into 5 inch intervals.
CUTTER #2	Cuts net into 5"x36" strips
PINNER	Pins 4 strips together.
FOLDERS (2)	Accordian folds net lengthwise to 1"x5" and pins to hold until sewn.
SEWER (1-2)	Gather with hand or machine. Stitch through all thicknesses at the center.



TYER	Ties string or cord tightly around center.
FLUFFER	Fluffs net into circles.



PACKAGER	Stores in plastic bags.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
4.3.9	Identify TASKS involved in preparing simple meals for the family.	4.3.9	a) Check which of the following tasks are important when preparing meals or snacks for others: ___ Follow instructions of the homemaker in regards to preparation. ___ Be familiar with correct storage and care of all equipment. ___ Explain limits of cooking ability to employer. ___ Practice sanitary habits at all times.	4.3.9		
			b) After watching demonstration of correct HANDWASHING, students practice. Include the 3 requirements for cleansing: SOAP, WATER, FRICTION.		b) Red Cross Home Nursing Manual If sinks not available, improvize using basin and pitcher of water.	
			c) Organize assembly-line to prepare Party Mix; serve in muffin-size paper liners on tray.		c) PARTY MIX 2 c. Wheat Chex 2 c. Corn Chex 2 c. Rice Chex ½ c. nuts 2/3 c. oleo 1½ t. salt 1 T. Worcestershire sauce	
			d) Plan and prepare a snack using a "family" assembly line: Decorate vanilla wafers with decorator frosting; serve to class.		d) Use tubes of ready-prepared frosting.	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 (cont'd)

X-4.152

<table>
<tr><th>NO.</th><th>INTERMEDIATE PERFORMANCE OBJECTIVES</th><th>NO.</th><th>CRITERION MEASURES</th></tr>
<tr><td>4.4</td><td>The student will identify advantages and disadvantages of Home Service Careers; as evidenced by answering correctly at least 3 questions.</td><td>4.4</td><td>ADVANTAGES-DISADVANTAGES OF HOME SERVICE CAREERS
Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.
JOB
1. Market Research Interviewer
2. Executive Housekeeper
3. Floor Cleaner
4. Dry Cleaner Worker
5. Repair Person
<table>
<tr><th></th><th>ADVANTAGES</th><th>DISADVANTAGES</th></tr>
<tr><td>____</td><td>A. Freer to make Decisions</td><td>Must take the blame for worker's errors</td></tr>
<tr><td>____</td><td>B. Can specialize using mechanical skills</td><td>Sometimes must get along with disagreeable customers</td></tr>
<tr><td>____</td><td>C. Interesting work interviewing people</td><td>Working odd hours</td></tr>
<tr><td>____</td><td>D. Gives opportunity for physical activity</td><td>Could be messy, boring or tiring</td></tr>
<tr><td>____</td><td>E. Can be trained on the job</td><td>Responsible for damages to garments</td></tr>
</table>
</td></tr>
</table>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
4.4.1	Identify: ADVANTAGES and DISADVANTAGES of HOME SERVICE related JOBS.	4.4.1	Eight students hold job signs for class to see. Class discuss, by looking at the advantages and disadvantages listed, and tells which one matches with each of the jobs.	4.4.1	Write on transparency or the board these ADVANTAGES and DISADVANTAGES: A. Works for his/her own home. B. Jobs plentiful; entry wage minimum; physically demanding. C. Is able to use home related skills. D. Can specialize using mechanical skills; might have disagreeable customers. E. Free to make decisions; must take blame for worker errors. Print 10 large signs (such as on manila folders) naming HOME SERVICE JOBS: ___HOMEMAKER ___HOUSEHOLD WORKER ___DRY-CLEANING WORKERS ___COMMERCIAL LAUNDRY WORKERS ___GARMENT FACTORY WORKERS ___FOOD SERVICE: RESTAURANT ___FOOD SERVICE: HOTEL ___FOOD SERVICE: MOTEL ___REPAIR PERSON ___EXECUTIVE HOUSEKEEPER Answers: A,B,C,C,C,C,C,C,D,E	
			Invite parents or community workers from any of the HOME SERVICE JOBS to explain ADVANTAGES and DISADVANTAGES of their jobs; and to answer two questions (4.4.2).			

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 4.0

INTERIM PERFORMANCE OBJECTIVE 4.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		4.4.1	(continued) Add questions students want to ask.			
4.4.2	Students examine feelings about a future in Home Service related occupations as determined by his interests, abilities, values and needs.	4.4.2	Student writes: "I would enjoy an occupation in Home Services because _________." "I would not enjoy an occupation in Home Services because ______."	4.4.2	National Committee on Household Employment 1346 Connecticut ave. N.W. Washington, D. C. 20036	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0

Accreditation Standard:
X-4.157 Level 1-g,j (#18)

On completion of a series of planned learning experiences illustrating the Clothing and Textile Occupational Cluster, at least 76% of the students will demonstrate awareness of the wide variety of career opportunities, recognize positive and negative aspects of careers, classify jobs according to education and training needed, and designate requirements and personal qualifications; as evidenced by correctly completing at least 7 test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		5.0	CLOTHING AND TEXTILE OCCUPATIONAL CLUSTER TEST

Directions: Match the answers in Column II with appropriate words in Column I.

COLUMN I	COLUMN II
1.___ Salesperson in a clothing store	A. Free to work on own time schedule
2.___ Sewing machine operator	B. Requires an aptitude for writing and knowledge of art principles
3.___ Fashion Journalist	C. Advanced level job
4.___ Advantage to being a self-employed dressmaker	D. Works with safety and accuracy
5.___ Disadvantage to being a dry cleaner	E. Entry level job
6.___ Research worker for textile laboratory	F. Hot, noisy working conditions

7-10. List below 4 jobs using home economics knowledge and skills from the Clothing and Textile Occupational Cluster.

7.
8.
9.
10.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0 (cont'd) X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.1	The student will identify opportunities for jobs related to Textiles and Clothing.	5.1	JOB OPPORTUNITIES RELATED TO TEXTILES AND CLOTHING Directions: From the list of jobs, complete the sentences with the job opportunity each describes. FASHION JOURNALIST TEXTILE DESIGNER WORKER IN TEXTILE FACTORY CLOTHING STOCK CLERK FASHION DESIGNER 1. Organizing and keeping inventory of merchandise for a clothing store are the functions of a ______________________________. 2. One who has a flair for creating clothes could qualify for a job as a _______________. 3. A ___________________ writes about fashions for a magazine or newspaper. 4. One who performs any job in the making of fabric is a ________________________. 5. The creator of fabric color and design is the ________________________.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.1.1	Identify OPPORTUNITIES for JOBS related to TEXTILES and CLOTHING.	5.1.1	a) Assignment: Bring want ads related to TEXTILES and CLOTHING JOBS. b) Unscramble CLOTHING and TEXTILE JOB Word Scramble.	5.1.1	Newspaper classified ads. Hand-out: CLOTHING AND TEXTILE Pyramid (Appendix) CLOTHING and TEXTILE Word Scramble A CAREER IN RETAIL BUYING (six minute filmstrip & record) This six minute filmstrip and record describe what a retail store children's clothes buyer does on the job. It emphasizes the buyer's understanding of consumer needs and how he finds merchandise that offers consumer satisfaction. Cost for Filmstrip, Record and Script: $3.50 Educational & Consumer Relations J.C. Penney Company, Inc. 1301 Avenue of the Americas New York, N.Y. 10019	

5.1.1

WORD SCRAMBLE

Directions: Unscramble the letters to name the jobs in CLOTHING and TEXTILES that are listed below.

1. ssertsmaes ______________________
2. ortail ______________________
3. hanofsi gresndie ______________________
4. kcrle ______________________
5. manssale ______________________
6. ydalselas ______________________
7. kerdresmas ______________________
8. lanjroivts ______________________
9. rbeuy ______________________
10. mraenag ______________________
11. rweokr ______________________
12. sreherac wkoerr ______________________
13. cruett ______________________
14. friett ______________________
15. xiettel serngdie ______________________
16. rprssee ______________________
17. riopetnsc ______________________
18. rdy lecnare ______________________
19. lemod ______________________
20. hcmaein ______________________

WORKER
CLERK
MODEL
INSPECTOR
TAILOR
FITTER
RESEARCH WORKER
SEAMSTRESS
PRESSER
FASHION DESIGNER

BUYER
DRY CLEANER
SALESMAN
CUTTER
SALESLADY
TEXTILE DESIGNER
MACHINE OPERATOR
MANAGER
DRESSMAKER
JOURNALIST

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.2	The student will differentiate between jobs needing advanced, intermediate or entry level training; as evidenced by answering correctly at least 3 questions.	5.2	JOB TRAINING LEVELS Directions: Beside each of the following jobs, write the letter which indicates the level of training required. A - Advanced I - Intermediate E - Entry ____ 1. Extension Agent ____ 2. Assistant in Textile Laboratory ____ 3. Bridal Consultant ____ 4. Clothing Store Sales Person ____ 5. Pattern Cutter

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.2.1	Distinguish between jobs needing ENTRY, INTERMEDIATE or ADVANCED LEVEL TRAINING.	5.2.1	a) Class view overhead projection of PYRAMID.	5.2.1	a) CLOTHING and TEXTILE PYRAMID (Appendix) Bulletin board depicting kinds of jobs and careers to create interest.	
			b) Play "Student Scramble". Directions: Each student will receive a card naming one CLOTHING and TEXTILE occupation. Classroom areas will be designated for each level of training. When the teacher calls "scramble", students will be required to place themselves in the area of training required for each job.		b) Teacher make list of jobs from the Pyramid. List must include: Extension Agent Assistant in Textile Laboratory Bridal Consultant Clothing Store Sales Person Pattern Cutter	
5.2.2	Recognize OCCUPATIONS requiring ADVANCED TRAINING which combine Home Economics areas.	5.2.2	Tape record interview or invite to class resource person to discuss: 1. JOBS combining HOME ECONOMICS AREAS 2. What kind of TRAINING is required	5.2.2	Suggestion: Prepare transparency Occupations requiring advanced training or higher education: 1. Teacher of home economics classes in secondary schools, college and adult education. 2. Extension worker, home advisor. 3. Editor or assistant in publishing magazines, newspapers, business literature. 4. Advertising editor, writer. 5. Coordinator, writer for radio and T.V. programs. 6. Demonstrator on T.V. 7. Homemaking Consultant. 8. Writers of women's columns, homemaking books.	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0 (cont'd)

X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
5.3	The student will identify personal qualities and job requirements that affect employability in Clothing and Textile Services; as evidenced by responding correctly to at least 3 test questions.	5.3	PERSONAL QUALITIES AND JOB REQUIREMENTS Directions: Match the job with the description of personal qualities and job requirements that best describe it.

JOB	PERSONAL QUALITIES	REQUIREMENTS
___1. Fashion Illustrator	A. Patient	Must be accurate
___2. Clothing Store Manager	B. Courteous, poised and well groomed	Suitable figure type
___3. Pattern Maker	C. Careful and safety conscious	Must be co-ordinated to operate machine
___4. Sewing Machine Operator	D. Creative	Must be artistic
___5. Model	E. Works well with people	Must have organizing ability

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
.3.1	Recognize PERSONAL CHARACTERISTICS required for EMPLOYABILITY	5.3.1	Do self-evaluation PERSONAL CHARACTERISTICS for GOOD JOB PERFORMANCE. Directions: As an aid to measuring your HABITS and ATTITUDES for JOB SUCCESS, circle the number, on a scale from 1(poor) to 5(excellent) which best describes your present characteristics. 12345 Sense of responsibility 12345 Sense of humor 12345 Desire to succeed 12345 Patience 12345 Cooperativeness 12345 Well-groomed 12345 Courteous 12345 Poised 12345 Creative 12345 Safety conscious 12345 Careful 12345 Respectful 12345 Interested 12345 Eats at least 3 balanced meals a day 12345 Gets enough sleep (8-10 hrs)	5.3.1	Reproduce as a hand-out for students.	
.3.2	Identify knowledge and skills required in TEXTILE and CLOTHING occupations.	5.3.2	a) Role play occupations.	5.3.2	a) Use "grab bag" technique: Students draw a slip of paper on which will be listed an occupation.	

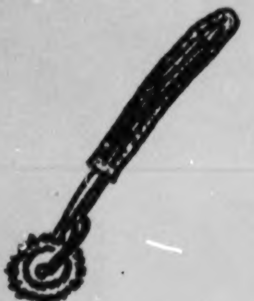
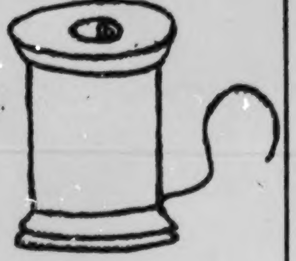
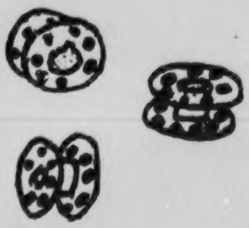
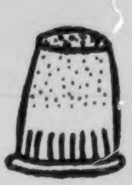
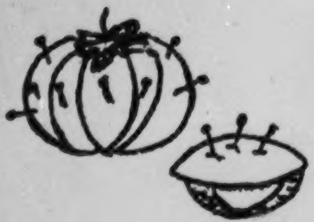
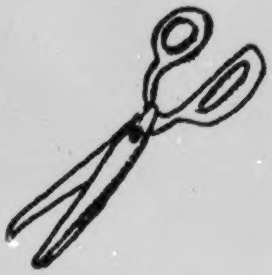
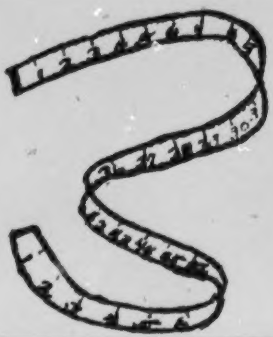
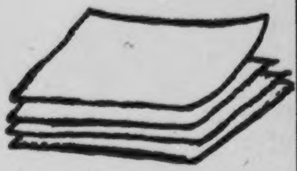
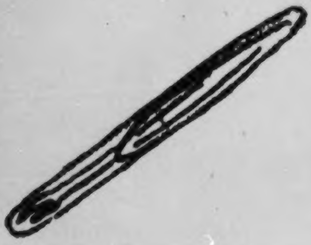
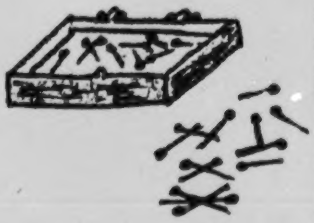
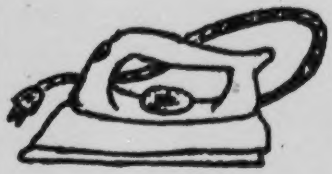
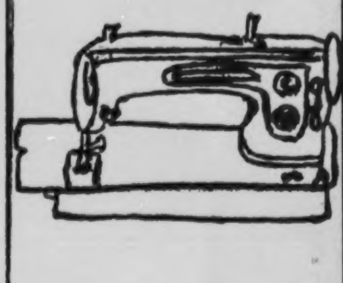
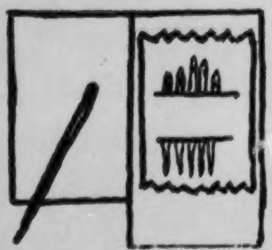
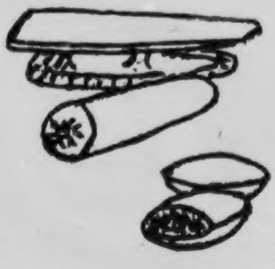
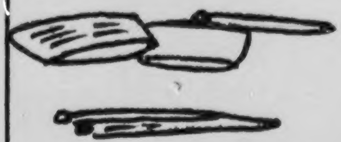
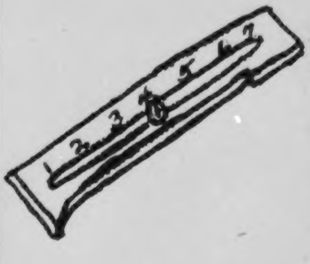
FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		5.3.2	(continued) b) Students participate in an "I Am... Fashion Show". Volunteers hold a picture of a worker for class to see and read, from the back of the card, a job description.	5.3.2	(continued) b) Prepare picture and job description cards.	
.3.3	Demonstrate basic principles of PRESSING and IRONING.	5.3.3	a) Show equipment and ask class to name pressing and ironing equipment: iron ironing board (adjustable) press cloth	5.3.3	a) Display equipment.	
			b) Role play OCCUPATION of HOMEMAKER by pressing a shirt or blouse. Class observe and compare: TIME to press ___________ APPEARANCE before ___________ and after pressing ___________		b) Teacher demonstrate-student(s) teach-back Exploring Home & Family Living pp. 299-302	
.3.4	Identify basic sewing equipment.	5.3.4	Do Sewing Swizzle.	5.3.4	Directions: Teacher calls out name of pieces of equipment. As students locate the equipment on their paper they cover the picture of that piece of equipment with a small square of paper. The winner is the first person to have covered (4) squares in a row - down, across or diagonally.	

5.3.4 SEWING SWIZZLE

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
				5.3.4	(continued) EQUIPMENT: Tracing Wheel — Seam Ripper Thread — Pins Bobbins — Iron Thimble — Sewing Machine Pin Cushion — Needles Shears — Pressing Equipment Tape Measure Tracing Paper — Tailor's Chalk Sewing Guage NOTE: Before playing game the first time, cut squares apart and paste on cardboard. Items should be arranged differently on each card.	
5.3.5	Recognize RESPONSIBILITIES when using SEWING EQUIPMENT.	5.3.5	After group discussion, each student check one of two responses to each guideline for SAFE USE OF SEWING EQUIPMENT.	5.3.5	Hand-out: SEWING SAFETY Young Living (1970) pp. 240-246	
5.3.6	Apply SAFETY principles while using SEWING EQUIPMENT.	5.3.6	a) Discuss transparency: BAD HABITS b) Stitch patterns to practice eye-hand coordination. c) Students apply for job of MAINTENANCE WORKERS by: winding the bobbin(s) threading the machine(s)	5.3.6	a) Transparency suggestion. Teacher assign machine use. b) STITCHING PRACTICE hand-out c) Teacher demonstration-student teach-back	

5.3.5

SEWING SAFETY

Directions: Respond to each of these safety guidelines by placing a check in the appropriate column.

I DO **I WILL**

_____ _____ 1. remember that only one person sits on the sewing machine stool.

_____ _____ 2. not touch a machine or the operator at any time.

_____ _____ 3. keep pins and needles in pin cushion.

_____ _____ 4. keep shoes on! "There may be pins on the floor. The machine is a piece of machinery using electricity - shoes make it safer".

_____ _____ 5. not sew with wet feet.

_____ _____ 6. keep power off except for times when the machine is in operation.

_____ _____ 7. carry scissors with points down or better still, hold them with handle down.

_____ _____ 8. remember - NO PLAYING WITH MACHINES OR ANY SEWING EQUIPMENT!

_____ _____ 9. not operate the sewing machine without the permission of the teacher.

_____ _____ 10. keep hands on wooden part of the machine and away from metal slide and throat plates when sewing.

_____ _____ 11. try to prevent the three main causes of broken needles:
    a. loose presser foot or needle
    b. hitting pins
    c. pulling the thread or fabric

_____ _____ 12. when pressing:
    a. be checked by teacher for using the iron.
    b. use a rayon to cotton setting.
    c. when finished ironing, turn off the iron.
    d. use both hands when turning iron on or off. One to hold the iron, the other to set the heat regulator.

_____ _____ 13. keep pins out of mouth!

_____ _____ 14. not bite thread.

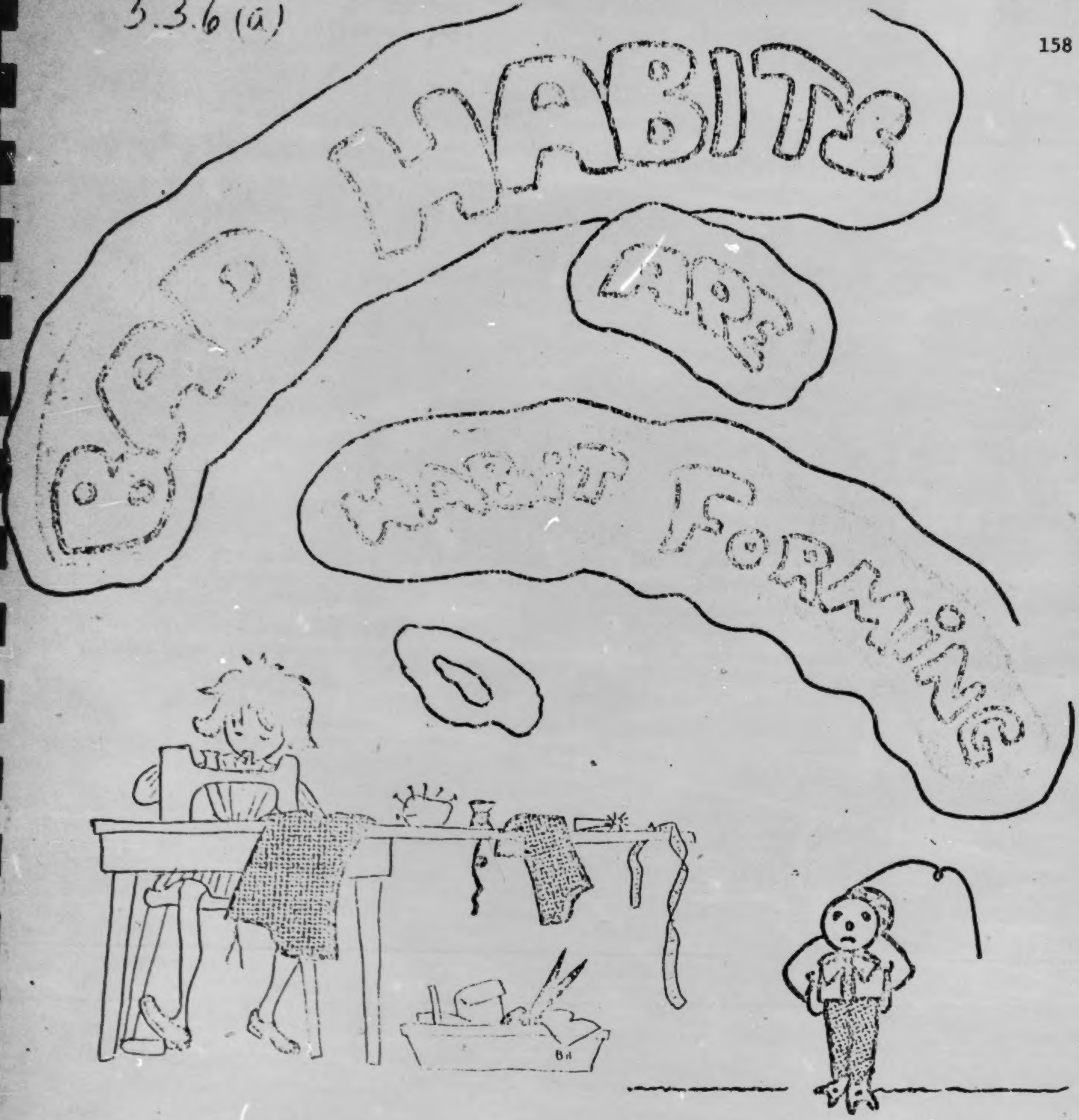
_____ _____ 15. hold by plug when disconnecting the ironing cord from wall socket.

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0 INTERIM PERFORMANCE OBJECTIVE 5.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		5.3.6	d) Students apply for the job of SEWING MACHINE REPAIRMAN to supervise use of the SEWING MACHINE(S):			
			1. Remind sewers to use fabric because paper frays and hinders the proper function of the bobbin.		Make box or bag of fabric scraps available.	
			2. Remind sewers if they forget to practice any of the SEWING SAFETY guidelines.		See hand-out (5.3.5)	
			e) Students apply for the job of SEWING MACHINE OPERATOR:		*Lessons in Living* P.231,234	
			1. Practice straight stitching on single thickness of fabric.		Teacher demonstration/student teach-back	
			2. Stitch seams on double thickness.			
.3.7	Class plan a project related to job opportunities in TEXTILES and CLOTHING.	5.3.7	Class choose one of the following projects to complete, using an assembly-line method of production: book markers magnetic note holders pot holder (woven) pot holder (stitch 4 layers of fabric together; bind the edges) bean bags (see hand-out) key ring (see hand-out) small stuffed animal	5.3.7	Collect drapery upholstery scraps, remnants and other scraps to be used in making projects - odds and ends, buttons, trims, threads of odd colors. *Girls and Clothes*, Unit 1, Bk. 1 & 2 University of Florida, Gainesville, Fla. Cooperative Extension Service Institute of Food & Agriculture Sciences.	

5.3.6 (a)

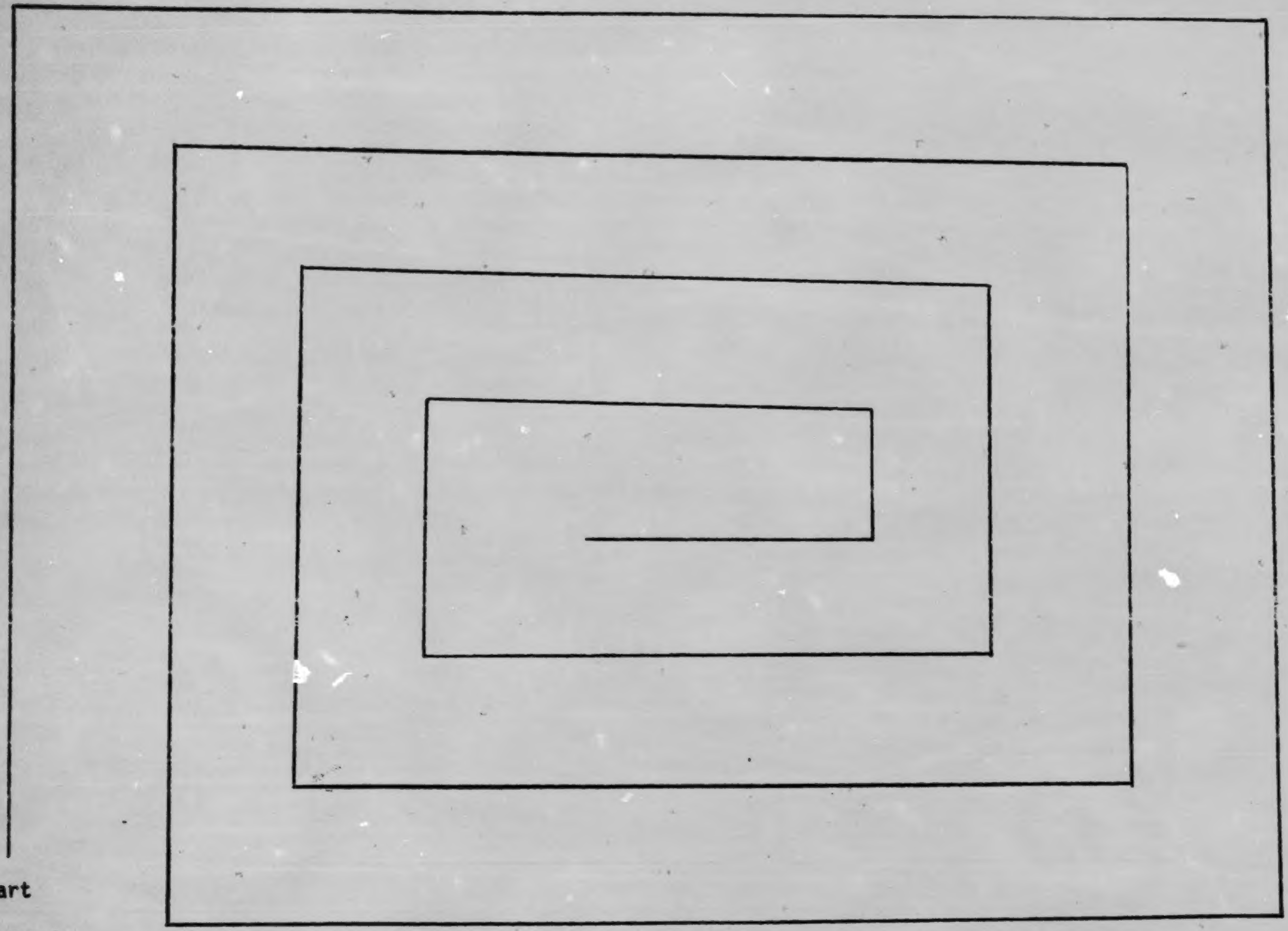

BAD HABITS
ARE
HABIT FORMING

Happiness is using a machine correctly & skillfully.

5.3.6 (b)

STITCHING PRACTICE

(Square Corners - Straight Stitching)



FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		5.3.7	(continued) mitts stocking puppet traingle scarf pin cushion pillows pajama bag hot pad cloth pocket books draw string change purse, marble or jacks bag Christmas stocking	5.3.7	(continued) Use current magazines: example - Better Homes & Gardens - for project ideas. McCall's Creative Handcrafts $1.00 Steps in Clothing Skills (1970) pp. 260-261 (scissors holder) see hand-out see hand-out	
.3.8	Class organize an ASSEMBLY-LINE plan for producing a class project in the TEXTILES and CLOTHING area.	5.3.8	Each student will choose a RESPONSIBILITY for a specific task related to preparing and/or selling a project. (a) bean bags (b) key rings (c) draw string change purse, marble or jacks bag (d) Christmas stocking	5.3.8	Project suggestions 5.3.7 See hand-outs c) TEXTILES PROJECT IDEAS d) Industrial Arts Education The University of the State of New York - Albany NOTE: An assembler puts together parts of a product during the various steps of the manufacturing process and during the assembly of the product. There are two basic kinds of assemblers: floor assemblers and bench assemblers. Floor assemblers work with heavy, large equipment on shop floors (stand-	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.3

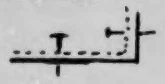
NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
				5.3.8	(continued) ing). Bench assemblers put together small materials while working at bench (seated).	
5.3.9	Analyze the COST to produce one assembly-line project.	5.3.9	Write a COST ANALYSIS TIME spent ______ hours. COST of MATERIALS: MATERIALS ______ COST ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ TOTAL COST: ______ COST to make one: ______ COST to buy one: ______ PROFIT per hour of labor COST to buy ______ COST to make ______ ______ Profit Hours Spent ______ PROFIT per hour of labor Relate this to quantity production and profit margins and sewing from the home as a private business.	5.3.9	Encyclopedia of Careers and Vocational Guidance Ask a resource person to help.	

5.3.8 (a-b)

BEAN BAG or KEY RING

MATERIALS NEEDED:
- fabric
- thread
- pins
- needles
- beans (bean bags)
- polyester stuffing (key ring)
- eyelets and puncher (key ring)

CLASS PERIOD: ______________________ Select 2 students for each job.

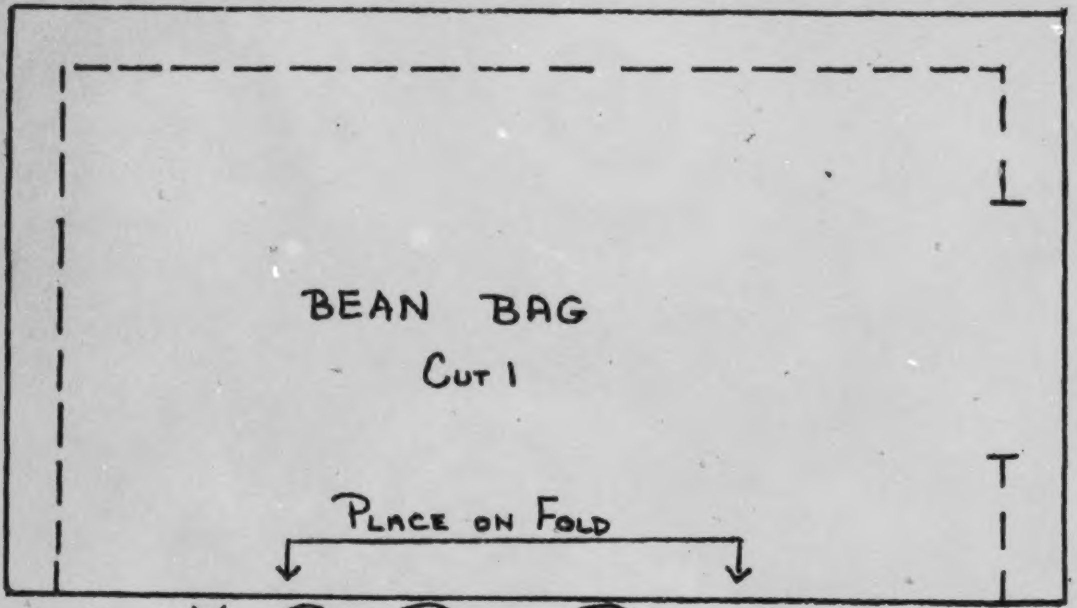
JOBS	TASKS	STUDENTS	
Supervisors	Hire workers, assign work spaces	____________	1
	Distribute supplies. Supervise clean-up	____________	2
Designers	Select or make pattern	____________	3
	Select fabric	____________	4
Pinners	Lay out pattern and pin it to fabric. NOTE: bean bag should	____________	5
	be placed on fold	____________	6
Cutters	Cut fabric and pattern on solid	____________	7
	line, leaving pattern on fabric	____________	8
Markers	Using tracing paper and wheel, trace the broken lines (which are the	____________	9
	stitching lines) on the wrong sides of the material	____________	10
Pinners	Remove pattern from fabric and re-pin 2 fabric pieces back together.	____________	11
	Pins should be perpendicular to the stitching line 	____________	12
Maintenance Workers	Thread machine with thread and bobbin	____________	13
	Check safe use of machines and enforce sewing rules	____________	14
Sewing Machine Operators	Stitch on broken line, making sure	____________	15
	to backstitch at beginning and end	____________	16
Trimmers	Clip corners	____________	11
		____________	12
Pressers	Turn project right side out	____________	5
	and press	____________	6
*Eyelet Workers	Punch eyelet hole and put eyelet	____________	7
	into place and clamp	____________	8

5.3.8 (a-b) BEAN BAG or KEY RING (continued)

JOBS	TASKS	STUDENTS
Stuffers	Stuff bean bag with beans and key ring with polyester stuffing	______________ 9 ______________ 10
Hand Sewers	Slip stitch openings closed	______________ 11 ______________ 12
*Braiders	Braid 3 pieces of 5" string or yarn together to make key ring Run through eyelet and tie ends together	______________ 13 ______________ 14
Inspectors	Check the quality or workmanship Send back to workers if necessary	______________ 1 ______________ 2
Salesmen	Figure price; make price tags; advertise and store and sell products	______________ 3 ______________ 4

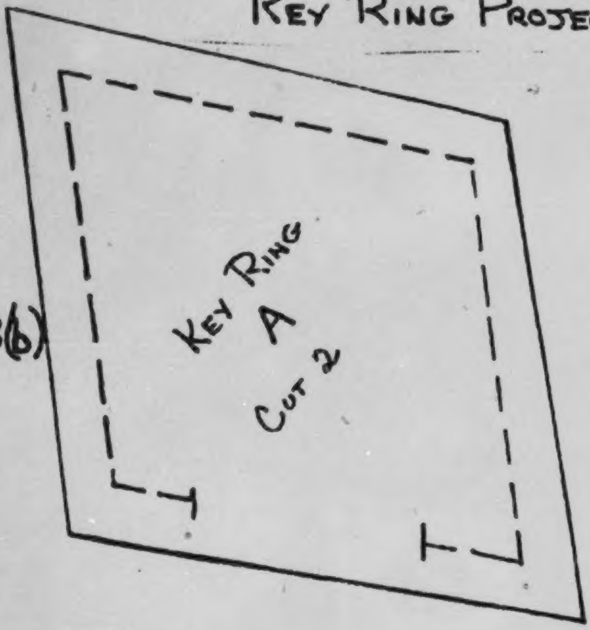
NOTE: * Key ring only

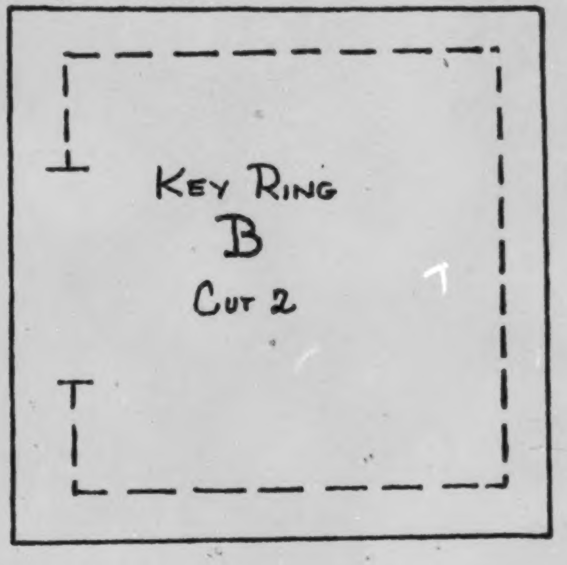
5.3.8(a) BEAN BAG PROJECT PATTERN

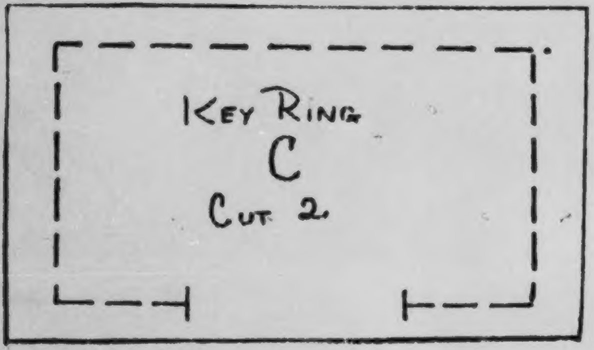

BEAN BAG
CUT 1
PLACE ON FOLD

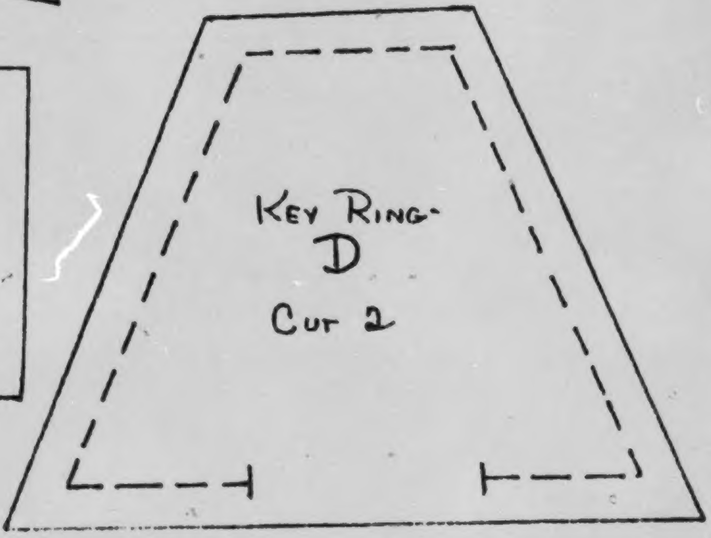
KEY RING PROJECT PATTERNS

5.3.8(b)


KEY RING
A
CUT 2


KEY RING
B
CUT 2


KEY RING
C
CUT 2


KEY RING
D
CUT 2

5.3.8 (c)

DRAW STRING CHANGE PURSE, JACKS OR MARBLE BAG

MATERIALS NEEDED:		
	fabric	decorations (optional)
	thread and pins	eyelets and puncher
	string	

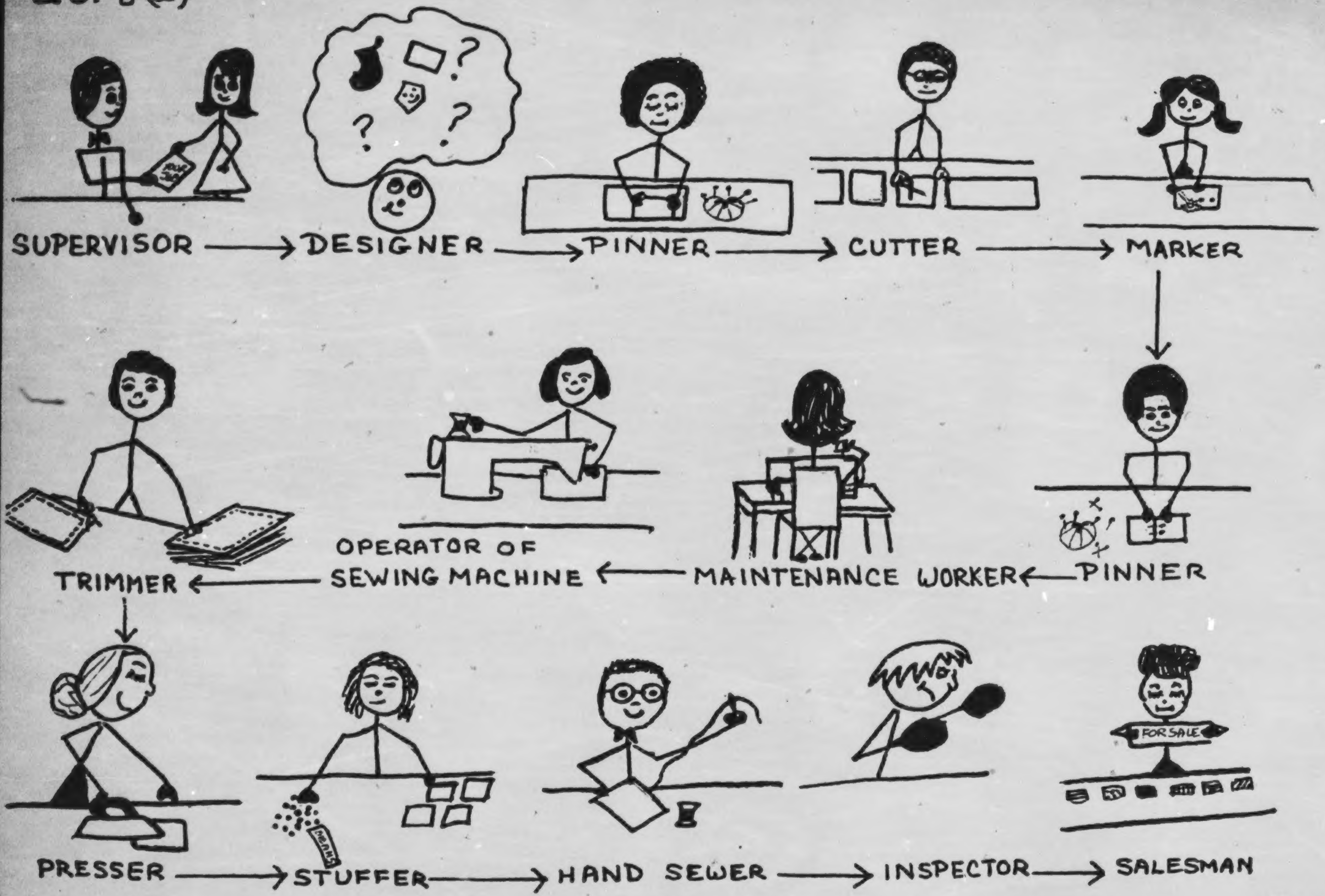
CLASS PERIOD: ________________ Select 2 students for each job.

JOBS	TASKS	STUDENTS
Supervisors	Hire workers Assign work spaces Distribute supplies Supervise daily clean-up	____________ 1 ____________ 2
Designers	Select or make pattern Select fabric	____________ 3 ____________ 4
Measurers	Measure and mark fabric for ripping or cutting strips 5" x 6"	____________ 5 ____________ 6
Pinners	Pin patterns to fabric if fabric can't be ripped	____________ 9 ____________ 10
Rippers or Cutters	Snip and rip or cut rectangles 5"x6" (bottom may be rounded)	____________ 7 ____________ 8
Presser	Press fabric pieces	____________ 8
Pinners	Pin pattern to fabric	____________ 9 ____________ 10
Markers	Trace the broken lines (which are stitching guidelines) on the wrong side of the fabric, using tracing paper and wheel. Trace 2 fold lines for casing. Mark holes to be punched.	____________ 3 ____________ 4
Pinners	Pin 2 pieces with right sides together	____________ 9 ____________ 10
Maintenance Worker	Wind bobbin Thread machine with thread and bobbin. Check safe use of machines	____________ 11 ____________ 12
Machine Operators	Sew 2 sides and bottom with ½ inch seam. Machine knot at ends of seams	____________ 13 ____________ 14

5.3.8 (c) DRAW STRING CHANGE PURSE, JACKS OR MARBLE BAG (continued)

JOBS	TASKS	STUDENTS
Trimmer	Clips corners of seams.	________________ 15
	Turns right side out	________________ 16
Presser	Presses bag	________________ 7
	Press to wrong side along fold lines as marked	________________ 8
Machine Operators	Sew a ½ inch casing (or double-fold hem) around top of bag	________________ 13 ________________ 14
Hole Puncher	Punches holes at hole marks	________________ 11
	Punches eyelets	________________ 12
Thread Cutters	Measure 18"; cuts draw-string (draw string knots may be dipped in airplane cement to prevent raveling)	________________ 5 ________________ 6
Threaders	Thread draw-strings with use of bodkin or safety pin	________________ 9 ________________ 10
Decorators	Decorate bags (beads or buttons may be used on draw strings) (name or initials may be embroidered on)	________________ 3 ________________ 4
Inspectors	Check quality of workmanship; send back to workers if necessary	________________ 1 ________________ 2
Salesmen	Figure price; make price tags; advertise, store and sell products	________________ 15 ________________ 16

5.3.8(a)


SUPERVISOR
DESIGNER
PINNER
CUTTER
MARKER
PINNER
MAINTENANCE WORKER
OPERATOR OF SEWING MACHINE
TRIMMER
PRESSER
STUFFER
HAND SEWER
INSPECTOR
FOR SALE
SALESMAN

ASSEMBLY LINE (FOR BEANBAGS)

5.3.8 (d)

CHRISTMAS STOCKING

MATERIALS NEEDED:		
	felt or fabric	seam binding (optional)
	thread	decorations (optional)
	pins	

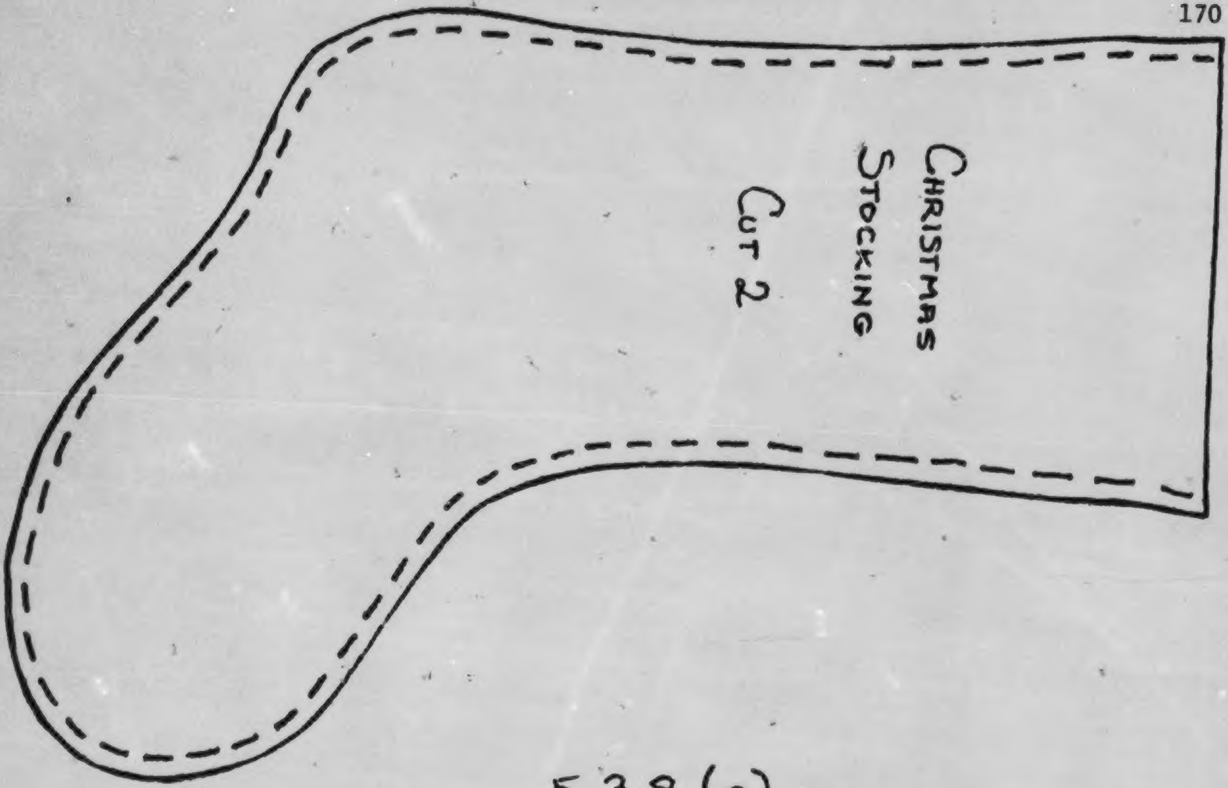
CLASS PERIOD:____________ Select 2 students for each job.

JOBS	TASKS	STUDENTS	
Supervisors	Hire workers Assign work spaces Distribute supplies Supervise daily clean-up	____________ ____________	1 2
Designers	Draw & cut ___ patterns on heavy wrapping paper	____________ ____________	3 4
Pinners	Pin ___ patterns across ___ width of fabric	____________ ____________	5 6
Cutters	Cut patterns while pinners pin the other patterns	____________ ____________	7 8
One Pinner	Pin 2 pattern pieces, wrong sides together, at foot of stocking	____________	6
Clean Finishers	Pin seam binding around top edge	____________ ____________	9 10
Maintenance Worker	Wind bobbin - thread machine with thread and bobbin. Check safe use of machines	____________ ____________	11 12
Machine Operators	Stitch seam binding	____________ ____________	13 14
Decorators	Sew or attach names, appliques, or embroidery on front piece	____________ ____________	3 4
Pinners	Pin 2 pieces wrong sides together	____________ ____________	5 6
Sewers	Stitch around outer edge of stocking, 1/8 inch from the edge, leaving top open	____________ ____________ ____________ ____________	13 14 11 12
Finishers (optional)	Blanket stitch edges or stitch seam binding, making loop at top	____________ ____________	9 10

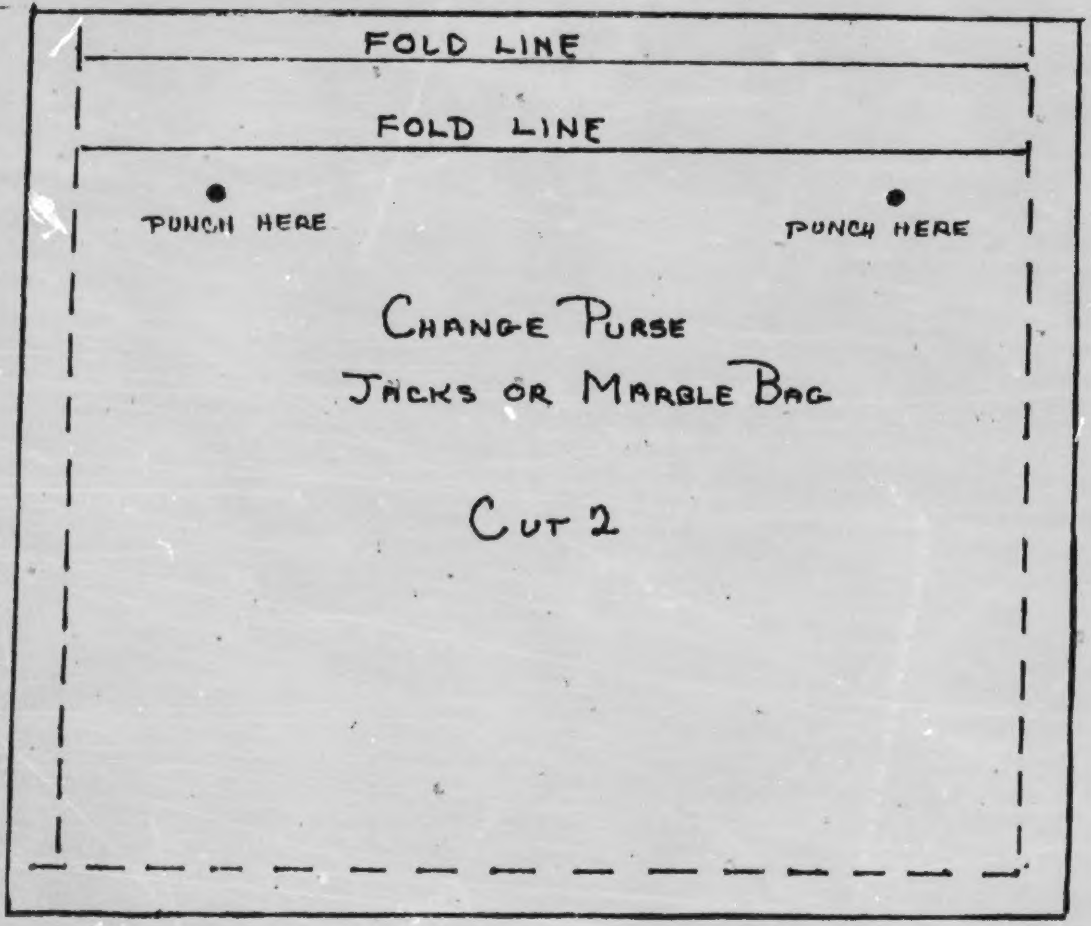
5.3.8 CHRISTMAS STOCKING (continued)

JOBS	TASKS	STUDENTS
Inspectors	Check quality of workmanship; send back to workers if necessary	________ 1 ________ 2
Salesmen	Figure price; make price tags; advertise, store and sell products	________ 7 ________ 8

5.3.8 (d)


CHRISTMAS
STOCKING
CUT 2

5.3.8 (c)


FOLD LINE
FOLD LINE
PUNCH HERE
PUNCH HERE
CHANGE PURSE
JACKS OR MARBLE BAG
CUT 2

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 5.0 (cont'd) X-4.152

<table>
<tr><th>NO.</th><th>INTERMEDIATE PERFORMANCE OBJECTIVES</th><th>NO.</th><th>CRITERION MEASURES</th></tr>
<tr><td>5.4</td><td>The student will identify advantages and disadvantages of Clothing and Textile Careers; as evidenced by answering correctly at least 3 questions.</td><td>5.4</td><td>ADVANTAGES-DISADVANTAGES OF HOME SERVICE CAREERS

Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.

JOB
1. Junior High Clothing Teacher
2. Department Store Buyer
3. Worker in Garment Factory
4. Fashion Coordinator
5. Dress-maker (self employed)

<table>
<tr><th>ADVANTAGES</th><th>DISADVANTAGES</th></tr>
<tr><td>____A. Presents opportunity for advancement</td><td>Work could be boring</td></tr>
<tr><td>____B. Enjoys a variety of tasks related to fashion</td><td>Always needing to live up to his/her image</td></tr>
<tr><td>____C. Good working hours</td><td>Keeping all students interested is difficult</td></tr>
<tr><td>____D. Works on own time schedule</td><td>Pressure of garment completion deadlines</td></tr>
<tr><td>____E. Interesting work (travel, keeping up-to-date)</td><td>Difficult to forsee customer needs and wants</td></tr>
</table>
</td></tr>
</table>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0 INTERIM PERFORMANCE OBJECTIVE 5.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
5.4.1	Determine the effects reading, writing, mathematics and speech have on occupational opportunities in textiles and clothing.	5.4.1	Class discuss: 1. What jobs can be named which do not require that the worker know how to read or how to write? 2. Is spoken communication difficult? Could there be misunderstandings if many people "pass on orders"? 3. How have technological advances changed skill requirements needed in many work areas?	5.4.1	Prepare transparency of questions to show class. Play the game of "Gossip" for a few minutes in class. The leader whispers some work instruction to one student who whispers it to another and so on. The last student compares what he heard with the original instruction. 3) Consider factors such as: Style changes Patterns of living Automation Scientific developments	
5.4.2	Examine ADVANTAGES and DISADVANTAGES of the CLOTHING and TEXTILE OCCUPATIONS now and in the future.	5.4.2	Invite resource person(s) to explain present and future outlook for CLOTHING and TEXTILE Occupations; include: 1. Job Opportunities 2. Training or education required 3. Personal qualifications and job requirements 4. Advantages and disadvantages 5. Possible trends that could affect TEXTILE and CLOTHING OCCUPATIONS within the next 10 years.	5.4.2	Resource Persons: Department store buyer Fabric store manager Model Garment factory foreman Dry-cleaner Dressmaker Sales person in fabric or ready-to-wear shop Worker in a garment factory Self-employed dressmaker Alterationist in ready-to-wear Shop Trainee model from fashion school	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 5.0

INTERIM PERFORMANCE OBJECTIVE 5.4

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				5.4.2	(continued) Student in on-the-job training program Articles from newspapers and magazines on current and projected conditions. Examples: "Women's Wear Daily" Bulletins Leaflets from Department stores	

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0

Accreditation Standards:
X-4.152 X-4.157 X-4.158

On completion of a series of planned learning experiences illustrating the Housing and Home Furnishings Occupational Cluster, at least 76% of the students will demonstrate awareness of the wide variety of career opportunities, recognize positive and negative aspects of careers, classify jobs according to education and training needed and designate requirements and personal qualifications; as evidenced by correctly completing at least 7 of the test questions.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		6.0	HOUSING AND HOME FURNISHINGS OCCUPATIONAL CLUSTER TEST Directions: Match the answers in Column II with the appropriate words in Column I. COLUMN I 1.___ Advantage to being a self-employed upholsterer 2.___ Department store appliance demonstrator 3.___ Disadvantage to being an architect 4.___ Needs mathematical skills, and physical strength 5.___ Needs knowledge of art principles and furniture arrangement 6.___ Drapery Maker COLUMN II A. Intermediate level job B. Reupholsterer C. Window display job D. Works long hours to complete projects E. Free to work own time schedule arrangement F. Entry level job 7-10. Directions: List below 4 jobs using home economics knowledge and skills from the Housing and Home Furnishings Occupational Cluster 7. 8. 9. 10.

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0 (cont'd) X-4.152

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.1	The student will identify opportunities for jobs related to Housing and Home Furnishings.	6.1	JOB OPPORTUNITIES RELATED TO HOUSING AND HOME FURNISHINGS Directions: From the list of jobs, complete the sentences with the job opportunity each describes. DECORATOR AIDE FLORIST KITCHEN PLANNER INTERIOR DECORATOR GIFT SHOP AIDE 1. One who applies the principles of color and design to decorating rooms is a(n)__________ __________. 2. One who applies the principles of color and design to arranging flowers is a(n)__________ __________. 3. A person who works with and sells crafts and the products of hobbies is a(n)__________. 4. Department stores often offer the job opportunity, as a(n)__________, advising homemakers on arranging their kitchen. 5. One who assists the interior decorator is a(n)__________.

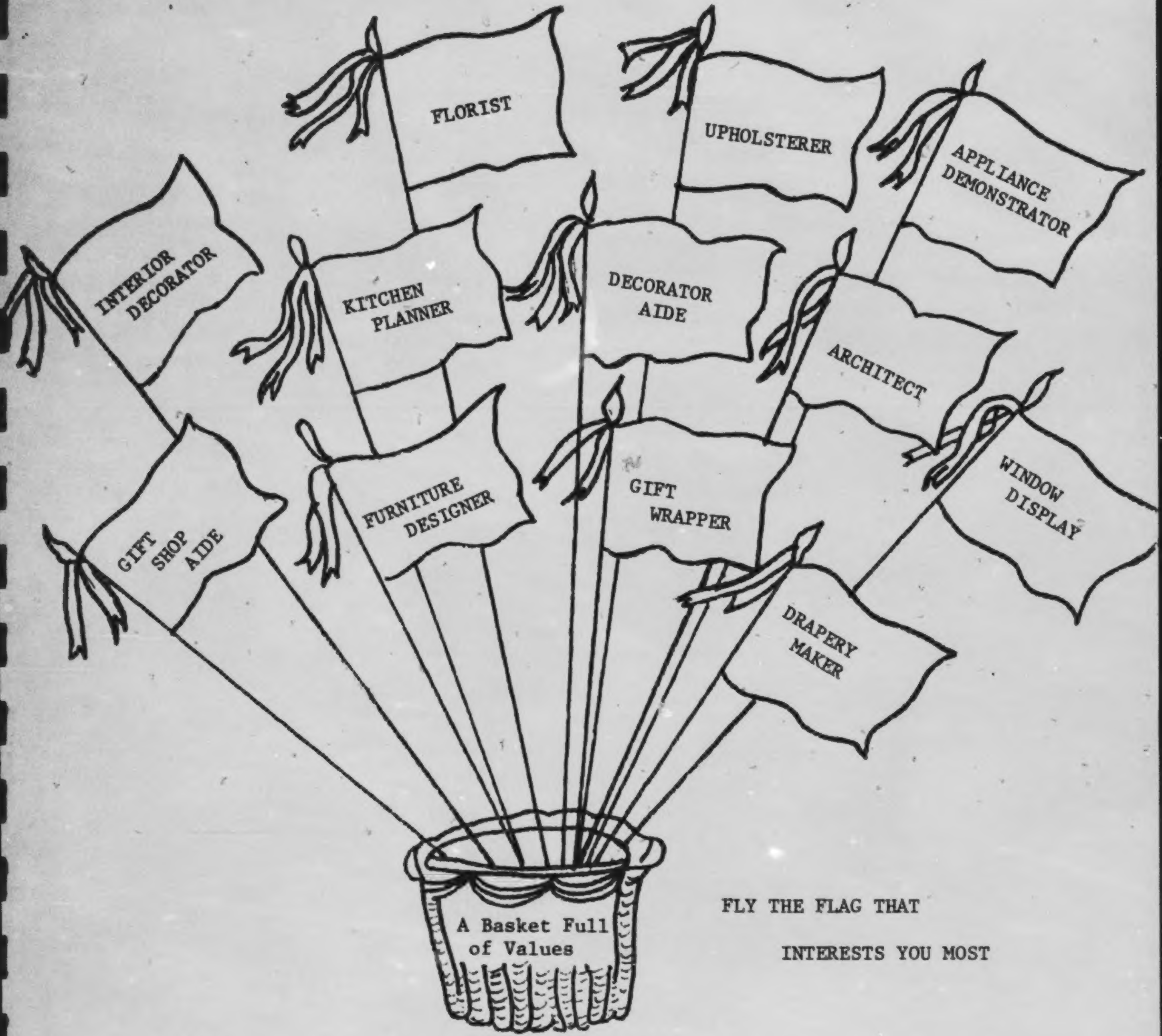
FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.1

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.1.1	Recognize the variety of occupational opportunities for jobs related to housing and home furnishings.	6.1.1	Class discuss people's need for shelter. Answer:	6.1.1	Bulletin Board: HOUSING and HOME FURNISHINGS....	
			1. What are the needs of people for shelter?		1. Show transparency: PEOPLE NEED SHELTER	
			2. Which job opportunities do you see that try to meet these needs?		2. Show transparency: HOUSING and HOME FURNISHING PYRAMID	
			3. Class play game WHO AM I?		3. Game: WHO AM I? Students wear signs, naming jobs(on their backs which they can't see); ask questions requiring "yes" or "no" answers; in order to guess their job. Filmstrips: Construction of Furniture Southern Furniture Mfg. Co. Let's Talk About Furniture Quality and Construction Kroehler Mfg. Corp., New York It's An Exciting Career New York: J. C. Penny Co.	
			4. Name the jobs available in your community.		4. Newspaper Want-Ads Resource People: Local employment officer Possible employer Guidance counselor	
6.1.2	Define JOB OPPORTUNITIES related to HOUSING and HOME FURNISHINGS.	6.1.2	Using hand-out, match JOB OPPORTUNITIES with NEEDS of PEOPLE for HOUSING and HOME FURNISHINGS.	6.1.2	Use hand-out: HOUSING and HOME FURNISHINGS JOB OPPORTUNITIES. Do orally with teacher (vocabulary help) or students write.	

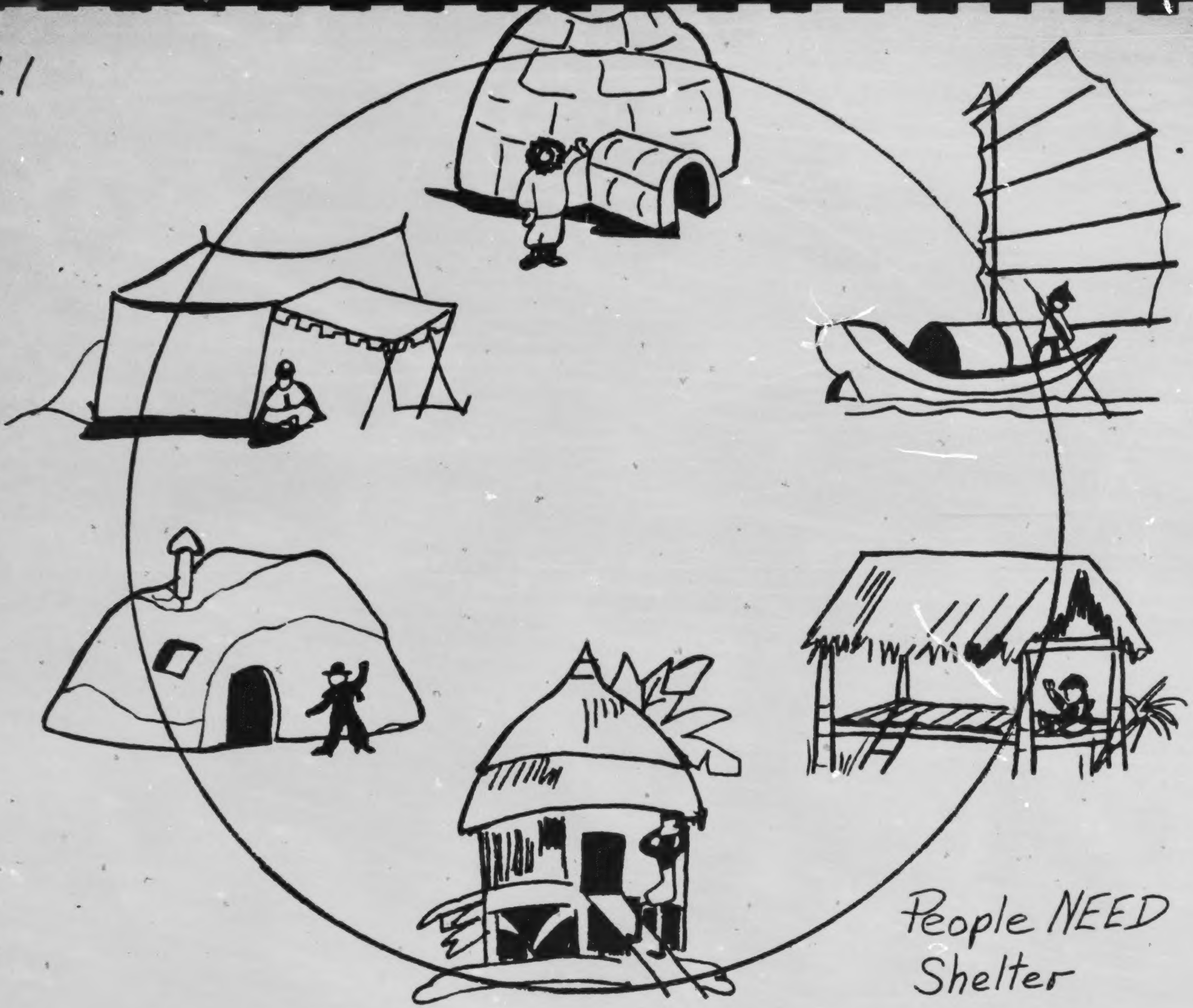
6.1.1


FLORIST
UPHOLSTERER
APPLIANCE DEMONSTRATOR
INTERIOR DECORATOR
KITCHEN PLANNER
DECORATOR AIDE
ARCHITECT
WINDOW DISPLAY
GIFT SHOP AIDE
FURNITURE DESIGNER
GIFT WRAPPER
DRAPERY MAKER
A Basket Full of Values

FLY THE FLAG THAT

INTERESTS YOU MOST

6.1.1



People NEED Shelter

6.1.2 HOUSING AND HOME FURNISHINGS JOB OPPORTUNITIES

The NEEDS of people create JOB OPPORTUNITIES. From the list of JOBS in Column II, select the JOB that tries to meet each of the NEEDS in Column I.

NEEDS

____ 1. for shelter

____ 2. making furniture comfortable

____ 3. to see furnishings available for sale

____ 4. window privacy and protection from the sun

____ 5. to learn skills for decision-making for home care and furnishings

____ 6. ready-made flower arrangements, corsages

____ 7. for help in organizing the kitchen for efficient use

____ 8. advice for decorating the home or place of work

____ 9. customer assistance when purchasing home accessory gifts

____ 10. consumer help when purchasing or operating appliances

JOBS

A. Architect

B. Housing and Home Furnishings Teacher

C. Appliance Demonstrator

D. Kitchen Planner

E. Upholsterer

F. Interior Decorator

G. Drapery Maker

H. Gift Shop Aide

I. Window Display

J. Florist

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0 (cont'd) X-4.157

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.2	The student will differentiate between jobs needing advanced, intermediate or entry level training; as evidenced by answering correctly at least 3 questions.	6.2	JOB TRAINING LEVELS Directions: Beside each of the following jobs, write the letter which indicates the level of training required. A - Advanced I - Intermediate E - Entry ____ 1. Interior Designer ____ 2. Florist Aide ____ 3. Drapery and Upholstery Estimator ____ 4. Furniture Designer ____ 5. Furniture Upholsterer

FUNCTIONAL PERFORMANCE ANALYSIS

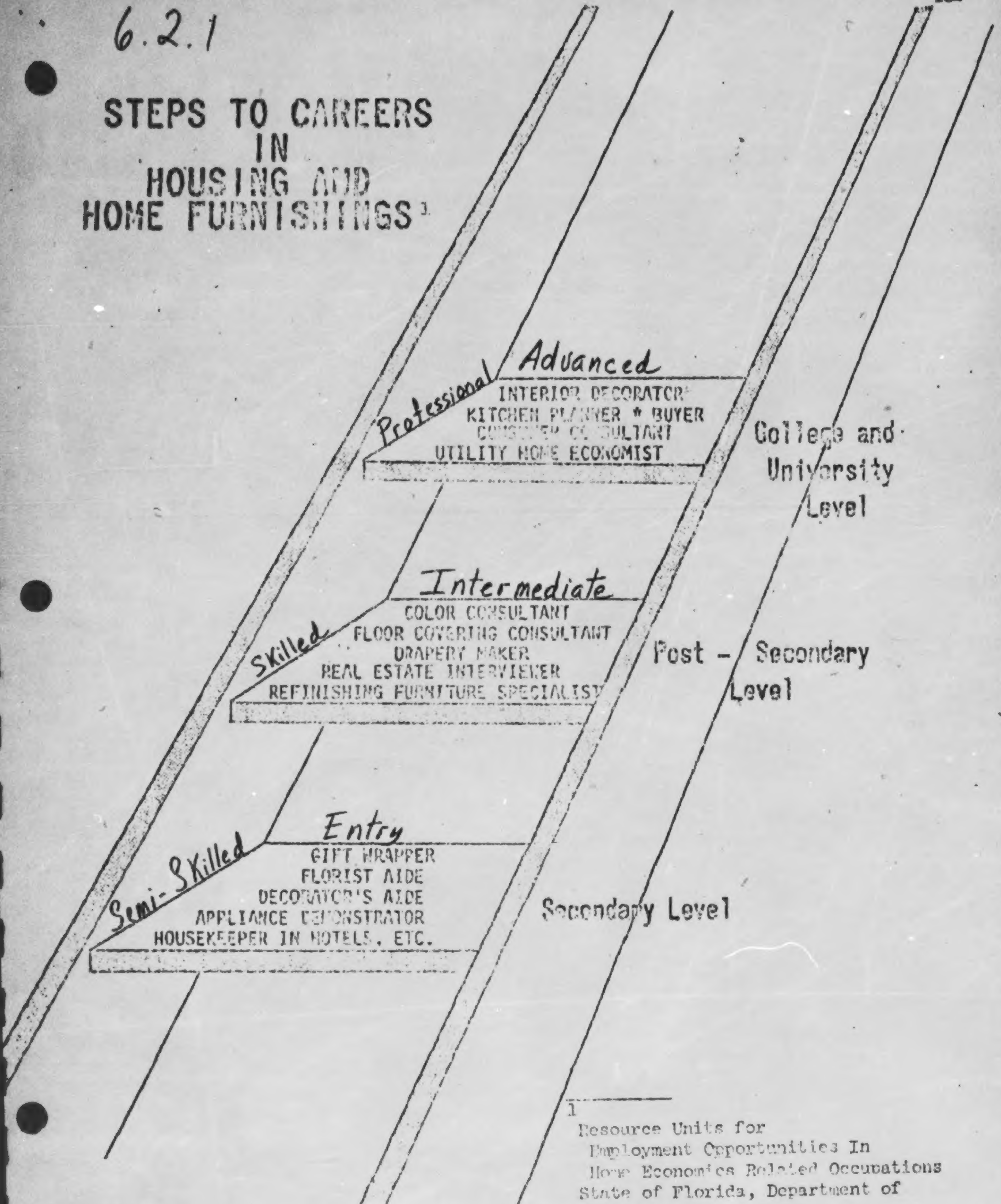
TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.2

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.2.1	Identify the levels of training needed for occupational opportunities in housing and home furnishings.	6.2.1	Class discuss transparency, STEPS TO CAREERS IN HOUSING AND HOME FURNISHINGS.	6.2.1	Use transparency: STEPS TO CAREERS IN HOUSING AND HOME FURNISHINGS Teacher explains: ENTRY level INTERMEDIATE level ADVANCED level	
6.2.2.	Recognize JOBS that require different LEVELS of TRAINING.	6.2.2	After discussing hand-out, GRAPHIC ILLUSTRATIONS OF JOB OPPORTUNITIES IN HOUSING AND HOME FURNISHINGS, students print in center circle the level of training required: ADVANCED (or professional) INTERMEDIATE (skilled, technical) ENTRY (unskilled, semi-skilled)	6.2.2	Hand-out: GRAPHIC ILLUSTRATIONS OF JOB OPPORTUNITIES....	

6.2.1

STEPS TO CAREERS IN HOUSING AND HOME FURNISHINGS[1]



Advanced

Professional

INTERIOR DECORATOR
KITCHEN PLANNER * BUYER
CONSUMER CONSULTANT
UTILITY HOME ECONOMIST

College and University Level

Intermediate

Skilled

COLOR CONSULTANT
FLOOR COVERING CONSULTANT
DRAPERY MAKER
REAL ESTATE INTERVIEWER
REFINISHING FURNITURE SPECIALIST

Post - Secondary Level

Entry

Semi-Skilled

GIFT WRAPPER
FLORIST AIDE
DECORATOR'S AIDE
APPLIANCE DEMONSTRATOR
HOUSEKEEPER IN HOTELS, ETC.

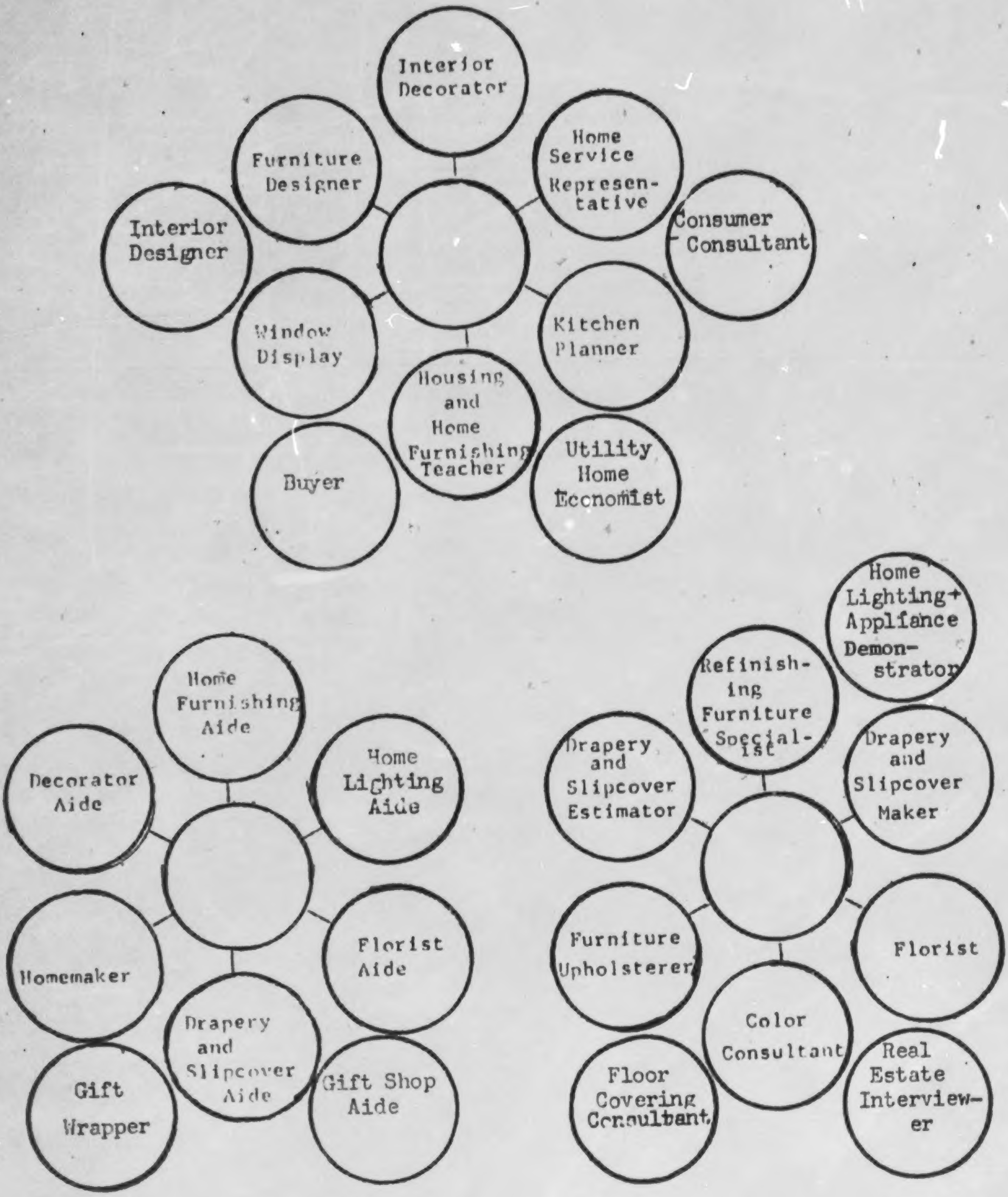
Secondary Level

---

[1] Resource Units for Employment Opportunities In Home Economics Related Occupations State of Florida, Department of Education, 1971

6.2.2

GRAPHIC ILLUSTRATIONS OF JOB OPPORTUNITIES IN HOUSING AND HOME FURNISHINGS


Interior Decorator
Home Service Representative
Consumer Consultant
Furniture Designer
Interior Designer
Window Display
Kitchen Planner
Housing and Home Furnishing Teacher
Buyer
Utility Home Economist
Home Lighting + Appliance Demonstrator
Home Furnishing Aide
Decorator Aide
Home Lighting Aide
Homemaker
Florist Aide
Drapery and Slipcover Aide
Gift Wrapper
Gift Shop Aide
Refinishing Furniture Specialist
Drapery and Slipcover Estimator
Drapery and Slipcover Maker
Furniture Upholsterer
Florist
Color Consultant
Floor Covering Consultant
Real Estate Interviewer

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0 (cont'd)

X-4.158

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
6.3	The student will identify personal qualities and job requirements that affect employability in Housing and Home Furnishing Services; as evidenced by responding correctly to at least 3 test questions.	6.3	PERSONAL QUALITIES AND JOB REQUIREMENTS Directions: Match the job with the description of personal qualities and job requirements that best describe it.

JOB	PERSONAL QUALITIES	REQUIREMENTS
___1. Utility Home Economist	A. Creative	Able to assist with several projects at one time
___2. Gift Wrapper	B. Self-confident, pleasant	Public speaking ability
___3. Color Consultant	C. Patient	Possesses knowledge of wood types
___4. Decorator Aide	D. Enjoys working with people	Knowledge of the color wheel
___5. Furniture Refinisher	E. Careful	Neatness, a flair for attractive packaging

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.3.1	Identify PERSONAL QUALITIES which affect JOB OPPORTUNITIES.	6.3.1	Class discuss PERSONAL QUALITIES for JOBS: 1. Students move to one of 3 areas in the room, according to their JOB INTEREST. 2. Students in each group re-act to the questions on the card. Score keeper count the number of "yes" answers to each question. 3. Score keeper write name(s) of student(s) who answer "yes" to every question on the board(opposite JOB title).	6.3.1	1) Divide the room into three areas. Label each area with one of these jobs: FLORIST AIDE UPHOLSTERER INTERIOR DECORATOR 2) Attach the following groups of questions to three 5"x7" cards: FLORIST AIDE a. Are you creative? b. Are you interested in flowers? c. Do you like to work with your hands? d. Do you have cooperative work habits and attitudes? e. Can you follow instructions? f. Does the pay scale suit you? g. Are you willing to work holidays, week-ends and overtime? UPHOLSTERER 1. Are you physically strong? 2. Are you free from allergies from cloth, varnish, glue, etc.? 3. Do you like to work with hand tools such as hammers, staples, etc.? 4. Do you like to see the end product re-newed to usefulness and attractiveness?	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				6.3.1	(continued) 5. Do you like definite working hours? 6. Do you like the possibility of owning your own business? Being your own boss? INTERIOR DECORATOR 1. Do you desire the extensive training necessary? 2. Do you like to work with people? 3. Are you creative? 4. Do you have self-confidence? 5. Would you like a vocation of service? 6. Would you like irregular working hours? 7. Does the pay schedule interest you? 8. Are you willing to do continuous study in this career? 9. Would you like carrying out several projects at one time?	
6.3.2	Relate PERSONAL QUALITIES to varying JOB OPPORTUNITIES.	6.3.2	Using hand-out, 1) check the PERSONAL QUALITIES that apply to you. 2) Compare the qualities you checked with the list under each job opportunity. 3) Write the job(s) for which you might be most suited.	6.3.2	Use hand-out: HOUSING JOB OPPORTUNITIES AND ME	

6.3.2

HOUSING JOB OPPORTUNITIES AND ME

Do I have personal qualities that will help me if I should want to work in the areas of housing and home furnishing? Check all that apply to you in each group. After you have checked in each group, circle the letters that you checked under each job. Look for the job(s) with the most circled letters. List in the space provided the job(s) for which you might be most suited.

I. I enjoy and like to:

a)____ publically speak to groups of people.
b)____ assist in creating ideas for others.
c)____ work with things more than people.
d)____ meet with different people.
e)____ be with people while working.
f)____ work alone.

II. I like to:

g)____ work with my hands.
h)____ plan color combinations.
i)____ work inside-office-home.
j)____ work with wood.
k)____ work with tools.
l)____ work with equipment.
m)____ redecorate rooms.

III. I plan to:

n)____ go to college.
o)____ develop a skill through job training.
p)____ have special training from a course or school.

IV. I think I'd be most comfortable in:

q)____ work clothes or jeans.
r)____ business suit/men.
attractive dress or pant suit/women.
s)____ daytime dress/casual.
t)____ uniform.

V. I want to earn:

u)____ a lot of money.
v)____ an average income.
w)____ only what I need to get by.

JOBS

A. Utility Home Economist
a, d, e, i, l, n, r, v

B. Color Consultant
b, d, e, h, i, p, r, v

C. Gift Wrapper
c, g, i, o, * s/t, w

D. Decorator's Aide
b, d, h, i, ** k, m, o, ** q/r, v

E. Furniture Refinisher
c, f, g, j, k, p, q, v

* Depends on where you work

** Depends on what your duties are

The job(s) for which I might be most suited is(are):____________

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.3.3	Recognize TOOLS and EQUIPMENT related to HOUSING and HOME FURNISHINGS OCCUPATIONS.	6.3.3	Class survey of TOOLS and EQUIPMENT used: 1. Divide class into groups. Distribute a piece of paper to each. 2. Students view list of equipment on transparency. 3. Groups discuss which of the listed tools they have seen or used. 4. Secretary write list on paper. 5. Supervisor collects lists and reads the longest list to the class.	6.3.3	Transparency: TOOLS WE USE SURVEY sewing machines commercial sewing machines measuring tools: rulers yardsticks tapes hammers & magnetic hammer scissors needles curved upholstery needles pliers screw driver thread cloth tape heavy duty thread tacks electric drill ripping tools dressmaker chalk ice pick webbing stretcher curved needle thimble ladder Display tools and equipment and explain a little about the use of each. Invite persons from community who make drapes or slipcovers to show tools of the trade. Home Extension Agent.	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
				6.3.3	(continued) Visit various department stores, upholstery shops, drapery shops, or industries. Persons from housing and home furnishing occupations.	
6.3.4	Identify safety precautions for the home and various occupations related to housing and home furnishings.	6.3.4	a) Class divide into groups to discuss SAFE use of tools and equipment: 1. Show, or list on card, tools and equipment to be discussed by each group.	6.3.4	Assignment: Ask students to bring and/or explain how to use electric tools safely. Divide tool and equipment into several groups. Teacher should demonstrate safety precautions to observe when using electric tools. Add any pointers students miss.	
			2. Artists prepare posters for classroom and/or school; such as, "Accidents Can Be Prevented" - SAFETY, Everywhere Should Become a HABIT"		2) Provide one card in an envelope for each slogan; printing one word on each card. Artists would assemble on poster paper, color, and illustrate.	
			3. Group FOREMEN explain SAFETY PRECAUTIONS to class.		"Ladder Safety" McCall's August 1972	
			b) Class view safety film; discuss: HOW could ACCIDENTS be PREVENTED?		Film: Crimes of Carelessness National Board of Underwriters Film: "Why, Daddy: Accident Prevention" (15 minutes) #815 Florida Division of Health	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.3.5	Demonstrate some skills of the INTERIOR DECORATOR INTERIOR DESIGNER FLORIST COLOR CONSULTANT	6.3.5	Answer questions and follow directions on COLOR WHEEL COMBO hand-out.	6.3.5	Hand-out: COLOR WHEEL COMBO 1. Divide boxes of crayons among groups of students. 2. Students follow printed directions. Teacher explain color combinations triad complementary analogous	
6.3.6	Plan, budget and assemble a simple accessory related to job opportunities in HOUSING and HOME FURNISHINGS.	6.3.6	a) Plan 1. From a list of suggested simple room or home accessory projects, groups discuss things they would like to make. 2. Groups vote to select one or two projects for class assembly line to make. NOTE: Students may suggest and demonstrate how to make other room accessories. These articles may be: used in the classroom used as FHA projects purchased by students completed for student's personal use (if the student furnishes the materials)	6.3.6	Divide class into groups to discuss transparency or hand-out: ACCESSORY ASSEMBLY suggestions. Which will you do? fabric flowers desk-top organization stuffed animals toss pillows covered coat hangers paperweights trivet door-stop pencil holders using egg cartons in various ways covering cardboard with burlap- use felt cutouts to make pictures - patterns can be made from coloring books flower holder others?....	

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		6.3.6	(continued) 3. Write an ASSEMBLY LINE PLAN OF WORK for a project not already planned. b) Budget 1. Groups list the supplies and equipment needed to make one room accessory. 2. Write the cost of each. 3. Total the cost to make accessory. 4. Estimate the number to make. 5. Divide total cost by number produced. 6. Suggest a reasonable sale price. 7. Determine methods of selling projects either individually or as group. 8. Keep complete records of cost, sales and profits.	6.3.6	(continued) Do It Yourself Home Decorating Ideas Favorite Recipes Press Montgomery, Ala. 36109 Booklet: How to Furnish a Private World for Teens J.C. Penney, Inc. Educational Relations 330 West 34th Street New York 1, N. Y.	

FUNCTIONAL PERFORMANCE ANALYSIS

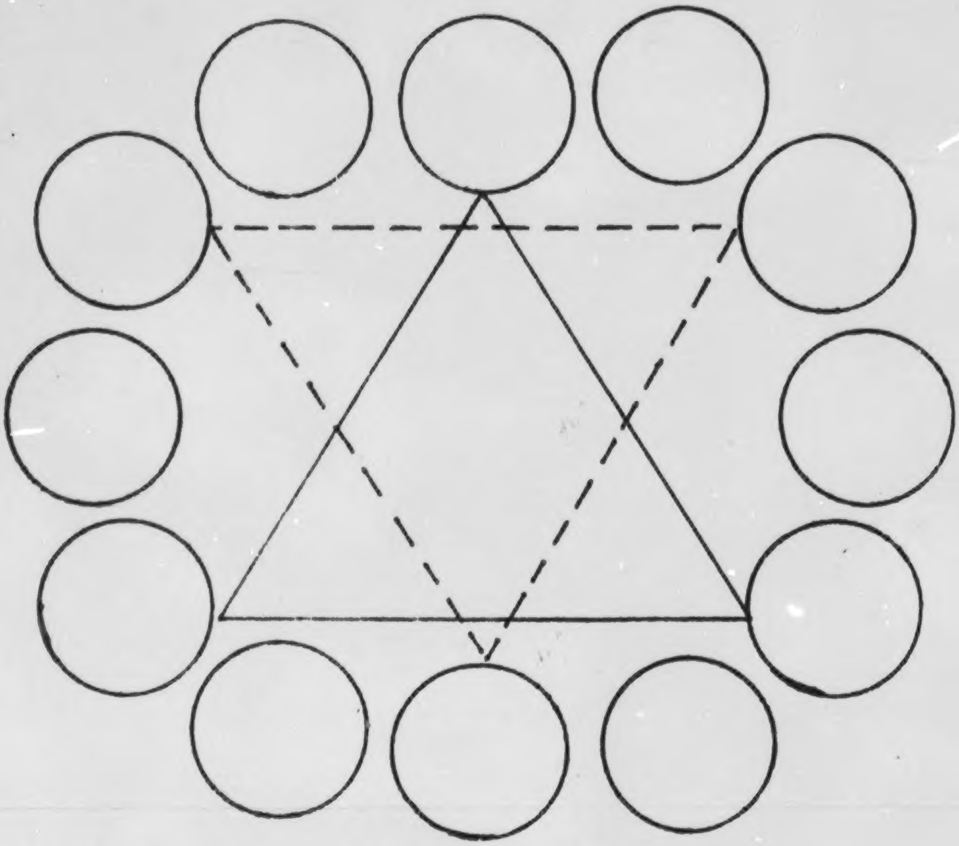
TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
		6.3.6	(continued) 9. Make chart to show complete sales records, individual or group.			
			c) Assemble: 1. List JOBS needed to assemble the accessory. 2. Describe TASKS required of each JOB. 3. Decide groups of STUDENTS to do the JOBS. 4. Plan WORK AREAS for each; using WORK PLAN. 5. Assemble necessary EQUIPMENT and SUPPLIES. 6. Activate WORK PLAN.	6.3.6	Teacher may prefer to divide JOB TASKS into groups. GROUP 1 Housekeeper in charge of supplies and equipment. GROUP 11 Cleaning and preparing cartons, cans, etc., for covering. GROUP 111 Covering with various materials. GROUP IV Adding finishing touches such as tape, braid, ribbon, flowers, etc., printing of words, names or initials. GROUP V Caring for finished product; checking for defects, with suggested improvements; arranging for sale of articles, etc. GROUP VI Bookkeeping - costs of each article, budgeting - money made on each article.	

6.3.5

COLOR WHEEL COMBOS



ANSWER:

1. What are the 3 primary colors from which all other colors are made?

   ____________________ ____________________ ____________________

2. Locate the position of the 3 PRIMARY COLORS on this color wheel. Color them.

3. What color can you make when you combine....

   RED + YELLOW = ________________
   BLUE + RED = ________________
   BLUE + YELLOW = ________________

4. Color the 3 SECONDARY COLORS on the wheel.

5. What colors do you make when you combine a PRIMARY COLOR with a SECONDARY COLOR?

   ________________, ________________, ________________,
   ________________, ________________, ________________.

6. Color the 6 INTERMEDIATE COLORS on the wheel.

6.3.5 COLOR WHEEL COMBOS (continued)

7. Can you name colors that would combine to make these COLOR COMBINATIONS:

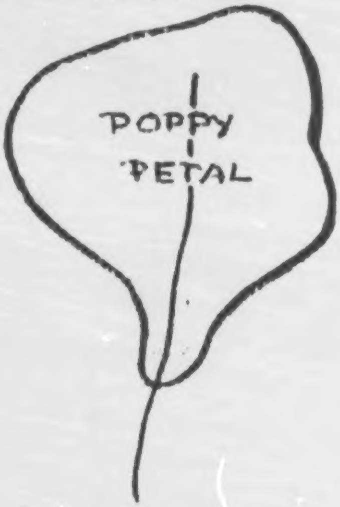
TRIAD	COMPLIMENTARY	ANALOGOUS

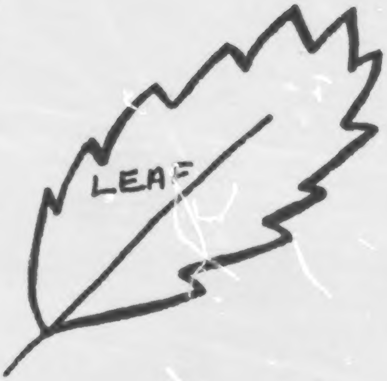
6.3.6 (a)

FABRIC FLOWERS

MATERIALS NEEDED:	AMOUNT NEEDED	COST
scissors		
yarn		
cloth scraps		
florist wire		
florist tape		
white glue (suggest Mod Podge)		
wire cutters or pliers		
pinking or scalloping shears		

PATTERNS:





JOBS	TASKS	NAMES
Supervisors	Assigns jobs/work space	
	Distribute, collect & store supplies Make & keep time schedule	
Pattern Makers	Makes patterns for flowers & petals	
Pinners	Pins pattern to fabric scraps	
Cutters	Cuts 14 petals and 4 leaves for each flower (petals more attractive if cut with scalloping or pinking shears)	
Wire Cutters	Cut 7 pieces of 2½ inch florist wire for each flower and an extra 2 inch piece for each leaf	

6.3.6 (a) FABRIC FLOWERS (continued)

JOBS	TASKS	NAMES
Gluers	Drip glue on wrong side of fabric around edge of one petal and up the center. Do the same for each leaf.	
Fabric and Wire Setters	Place wire in center of fabric petal or leaf and another petal or leaf on top. Let dry	
Measurer and Cutters	Measure and cut 7 pieces of 2 inch yarn for each flower	
Stem Wire Cutters	Cut an 8 inch piece of stem wire for each flower	
Florist Aides	Bend the tip of the wire over the middle of the 7 yarn pieces. Pinch the wire and twist to secure the yarn	
Florists	Take 7 petals. Add one at a time to the stem, overlapping petals as you rotate the stem in your hand	
Florist Aides	Apply florist tape to base of petals and work down stem to cover exposed wire. Remember to add 2 leaves to lower stem before completely covering the wire with tape	
Florists	Bend petal and leaf wires to shape the flower. Arrange flowers in container if you have one	
Inspectors	Inspect quality of flowers and send back to workers if necessary	
Salesmen	Take charge of packaging and selling products	

6.3.6 (b) ACCESSORY ASSEMBLY

PENCIL BUCKET or FLOWER CONTAINER

SUPPLIES NEEDED	NUMBER NEEDED	COST
tin can - 3½" high, any width		
wooden clip clothespins		
glue		
paint		
paint brushes	2	
(optional) pencils or flowers		

JOBS	TASKS	STUDENT/GROUP	WORK AREA
Supervisors	Hire workers daily		
	Assign to work areas		
	Distribute, collect & store supplies		
	Plan & keep time schedule		
Wire Removers	Remove wire spring from clothespins		
Gluers	Glue the halves around the can, notch out and round ends at the top		
Painters	Paint the bucket		
Inspectors	Check quality of workmanship		
Stock Clerk	Ship/store finished products		
Salesmen	Price/tag/sell		
Commercial Artists	advertise products		

6.3.6 (c) ACCESSORY ASSEMBLY

PATCHWORK TRIVET

SUPPLIES NEEDED	NUMBER NEEDED	COST
wooden clip clothespins	24	
glue		

JOBS	TASKS	STUDENT/GROUP	WORK AREA
Supervisors	Hire workers daily		
	Assign work areas		
	Distribute, collect & store supplies		
	Plan and keep time schedule		
Wire Removers	Remove wire spring from 24 clothespins		
Gluers (halves)	Glue halves together, making 24 pairs		
(pairs)	Glue 6 pairs into a square		
(squares)	Make 4 squares; glue together alternating to make patchwork		
Painters	Paint or varnish the trivet		
Inspectors	Check quality of workmanship		
Stock Clerks	Store finished products		
Salesmen	Price/tag/sell		
Commercial Artists	Advertise products		

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRED
6.3.7	Recognizes JOB REQUIREMENTS (skills) for some CAREERS in HOUSING and HOME FURNISHINGS.	6.3.7	Match JOB SKILLS with one of the following CAREERS: A. FLORIST AIDE B. UPHOLSTERER C. INTERIOR DECORATOR D. HOMEMAKER	6.3.7	Hand-out: MIX AND MATCH THE JOB D 1. B 2. A 3. C 4. C 5. D 6. D 7. A 8. B 9. B 10.	

6.3.7

JOBS AND SKILLS

Directions: Here are only four of the specialized jobs associated with HOUSING and HOME FURNISHINGS. After reading and discussing the JOB SKILLS for each, match the SKILLS to the JOB or CAREER on "Mix and Match Job Sheet".

Samples of daily activities from semi-skilled, skilled and professional job opportunities.

I. FLORIST AIDE (semi-skilled)

a. Taking orders in person or by telephone.
b. Giving customer suggestions when asked.
c. Writing up sales and keeping records.
d. Sorting supplies.
e. Learning professional names of flowers and foliage.
f. Learning tools of the trade.
g. Coordinating activities.
h. Making display articles.
i. Caring for fresh and artificial flowers.
j. Learning methods of wrapping.
k. Preparing to work overtime, holidays and week-ends.
l. Keeping shop clean and orderly.

II. UPHOLSTERER (skilled)

a. Contacting customers.
b. Measuring accurately for fabric, trim, etc.
c. Knowing method of covering customer desires: tufted, buttons, cording, pleats, padding, webbing, etc.
d. Picking up and delivering furniture.
e. Removing all fabric and repairing furniture.
f. Cutting or drafting pattern; cutting fabric.
g. Refinishing wood, if needed.
h. Using heavy duty machine for sewing, cording, etc.
i. Skill in placement of fabric.
j. Satisfying the customer!

III. INTERIOR DECORATOR (professional)

a. Contacting clients.
b. Evaluating each client and interior.
c. Measuring accurately for floor covering, slipcovers and draperies.
d. Knowing furniture styles and needs.
e. Knowing fabrics and fibers.
f. Making contacts with drapery shops, slipcover maker, drapery maker, carpet shops and accessory shops.
g. Knowing line, design and color.
h. Working out complete estimates and designs for customer.
i. Satisfying the individual client.

6.3.7 JOBS AND SKILLS (continued)

IV. HOMEMAKER

a. Make final decisions for the home and its furnishings.
b. Often does his own painting, repairs and construction.
c. Receives no pay; but work is equivalent to salaries needed to pay others for accomplishing homemaking tasks.

6.3.7

MIX AND MATCH THE JOB

DIRECTIONS: Place the capital letter, that is in front of a career, in the blank before the job or skill that is his/her responsibility.

THE JOB OR SKILL

____ 1. Makes a wall hanging for the hall.

____ 2. Measuring accurately for upholstery fabric, trim, etc.

____ 3. Caring for fresh and artificial flowers.

____ 4. Evaluating each client and his needs.

____ 5. Knowing furniture styles.

____ 6. Repairs the broken hinge on the china cabinet.

____ 7. Plans to put a two-story house on the property.

____ 8. Learns professional names of flowers.

____ 9. Picking up and delivering furniture.

____ 10. Uses heavy duty machine for sewing.

THE CAREER IN HOUSING AND HOME FURNISHINGS

A. Florist Aide

B. Upholsterer

C. Interior Decorator

D. Homemaker

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 6.0 (cont'd)

X-4.152

<table>
<tr><th>NO.</th><th>INTERMEDIATE PERFORMANCE OBJECTIVES</th><th>NO.</th><th>CRITERION MEASURES</th></tr>
<tr><td>6.4</td><td>The student will identify advantages and disadvantages of Housing and Home Furnishings Careers; as evidenced by answering correctly at least 3 questions.</td><td>6.4</td><td>ADVANTAGES-DISADVANTAGES OF HOUSING AND HOME FURNISHINGS CAREERS

Directions: Write the number of the job beside the statement that describes its advantages and disadvantages.

JOB
1. Home Lighting and Appliance Demonstrator
2. Florist
3. Drapery and Slipcover Aide
4. Buyer
5. Window Display

<table>
<tr><th>ADVANTAGES</th><th>DISADVANTAGES</th></tr>
<tr><td>___A. Training on the job, with opportunity for advancement</td><td>Responsible for miscalculations</td></tr>
<tr><td>___B. Opportunity for communicating home decorating ideas</td><td>Pressure of deadlines</td></tr>
<tr><td>___C. Pleasant working with natural beauty</td><td>Must work holidays, weekends, and overtime</td></tr>
<tr><td>___D. Becomes knowledgeable of new developments in home furnishings</td><td>Traveling makes family life difficult</td></tr>
<tr><td>___E. Could receive fringe benefits from appliance company</td><td>Requires being on feet all day</td></tr>
</table>
</td></tr>
</table>

FUNCTIONAL PERFORMANCE ANALYSIS

TERMINAL PERFORMANCE OBJECTIVE 6.0

INTERIM PERFORMANCE OBJECTIVE 6.3

NO.	LEARNING STEPS	NO.	CRITERION PERFORMANCE EVALUATION (Response)	NO.	METHOD/MEDIA SELECTION	TIME REQUIRE
6.4.1	Recognize ADVANTAGES and DISADVANTAGES of JOBS in HOUSING and HOME FURNISHINGS.	6.4.1	Match JOBS with ADVANTAGES and DISADVANTAGES, using MATCH THE JOB GAME.	6.4.1	Hand-out: MATCH THE JOB GAME	
6.4.2	Examine HOUSING and HOME FURNISHINGS CAREERS.	6.4.2	Students interview family or friends, employed in HOUSING and HOME FURNISHINGS CAREERS, about: TRAINING REQUIRED PERSONAL QUALIFICATIONS JOB REQUIREMENTS ADVANTAGES and DISADVANTAGES Report to class orally, on bulletin board; or write in class notebook.	6.4.2	JOB INTERVIEW Name of JOB __________ Address __________ Employer __________ 1. What TRAINING is required for this job? 2. What PERSONAL QUALIFICATIONS do you recommend for this job? 3. Describe the SKILLS and other REQUIREMENTS for this job. 4. Explain the ADVANTAGES and DISADVANTAGES of your job.	

6.4.1 MATCH THE JOB GAME

DIRECTIONS: Listed below are some of the advantages and disadvantages of 5 jobs. Use the alphabet key to figure out what these jobs are and write the answers at the bottom of the page.

ALPHABET KEY:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U

22	23	24	25	26
V	W	X	Y	Z

	ADVANTAGE	DISADVANTAGE
1. 6-12-15-18-9-19-20	Pleasant working with natural beauty	Must work holidays, week-ends and over-time
2. 4-18-1-16-5-18-25 and 19-12-9-16-3-15-22-5-18 1-9-4-5	Training on the job with opportunity for advancement	Responsible for miscalculations
3. 23-9-14-4-15-23 4-9-19-16-12-1-25	Opportunity for comcumicating home decorating ideas	Pressure of deadlines
4. 2-21-25-5-18	Becomes knowledgeable of new developments in home furnishings	Traveling makes family life difficult
5. 8-15-13-5 12-9-7-8-20-9-14-7 and 1-16-16-12-9-1-14-3-5 4-5-13-15-14-19-20-18-1-20-15-18	May receive fringe benefits from appliance company	Requires being on feet a lot

ANSWERS:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 7.0

X-4.144

After examining HOME ECONOMICS RELATED OCCUPATIONS, at least 76% of the students will complete a hand-out, "LOOKING AHEAD"; as evidenced by responding to at least one question.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		7.0	LOOKING AHEAD Directions: Check your response to at least one of the following: HOME ECONOMICS COURSES I might take are: 8th grade (one semester) ___ Exploration of Food Management, Production and Service Occupations ___ Exploration of Child Care, Guidance and Service Occupations ___ Exploration of Clothing Management, Production and Service Occupations ___ Exploration of Home Furnishings, Equipment and Service Occupations ___ Exploration of Home Service Occupations 9th grade (one year) ___ Exploration of the Occupation of Homemaking ___ None of the above

COURSE ORIENTATION TO HOME ECONOMICS OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 7.0 (cont'd)

X-4.144

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
7.1	Examine HOME ECONOMICS COURSE ELECTIVES for eighth and ninth grade students; as evidenced by at least viewing the transparency, LOOKING AHEAD.	7.1	LOOKING AHEAD While viewing transparency, students will discuss the following: HOME ECONOMICS COURSES I MIGHT TAKE: 8th Grade (one semester) 1. Exploration of Food Management, Production and Service Occupations 2. Exploration of Child Care, Guidance and Service Occupations 3. Exploration of Clothing Management, Production and Service Occupations 4. Exploration of Home Furnishings, Equipment and Service Occupations 5. Exploration of Home Service Occupations 9th Grade (one year) 1. Exploration of the Occupation of Homemaking

KEY TO CURRICULUM OBJECTIVE TEST

I. OCCUPATIONAL CLUSTERS

1. D
2. C
3. B
4. B
5. A
6. C
7. A
8. B
9. D
10. E
11. E
12. A
13. C
14. D
15. B
16. E

II. CAREER OPPORTUNITIES

(answers do not have to be in order under the occupational clusters)

HUMAN CARE	HOME SERVICES	HOUSING & HOME FURNISHINGS	FOOD & NUTRITION	CLOTHING & TEXTILES
17. B	21. G	25. H	29. A	33. D
18. C	22. I	26. J	30. E	34. F
19. R	23. M	27. L	31. K	35. N
20. T	24. O	28. S	32. Q	36. P

III. POSITIVE - NEGATIVE ASPECTS

0 37
0 38
0 39
+ 40
+ 41
+ 42
0 43
+ 44
0 45
+ 46
0 47
+ 48
0 49
+ 50
+ 51

IV. EDUCATION AND TRAINING REQUIREMENTS

52. B
53. A
54. C
55. B
56. C
57. A
58. A
59. B
60. C
61. C
62. B
63. A
64. C
65. A
66. B

V. PERSONAL QUALIFICATIONS AND REQUIREMENTS

67. +
68. 0
69. 0
70. +
71. +
72. +
73. +
74. 0
75. +
76. 0
77. 0
78. +
79. 0
80. +
81. +
82. +
83. 0
84. +
85. +
86. 0
87. +
88. +
89. +
90. +
91. +

92 thru 100 - There are no correct answers for these; you will earn one point for each response.

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 1.0 Home Economics Occupational Clusters

Correct Answers:

1. Home Services
2. Clothing and Textiles
3. Human Care
4. Clothing and Textiles
5. Housing and Home Furnishings
6. Human Care
7. Food and Nutrition
8. Home Services
9. Food and Nutrition
10. Human Care
11. Housing and Home Furnishings
12. Home Services
13. Housing and Home Furnishings
14. Clothing and Textiles
15. Housing and Home Furnishings
16. Food and Nutrition
17. Human Care
18. Home Services
19. Clothing and Textiles
20. Food and Nutrition
21. Home Services
22. Human Care
23. Clothing and Textiles
24. Food and Nutrition
25. Housing and Home Furnishings

Keys to 1.1: 1 4 6 9 10

1.2: 1 3 4 8 10

1.3: 1 2 4 7 9

1.4: 1 2 5 7 9

1.5: 3 5 6 8 10

KEYS TO T.P.O AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 2.0 Human Care Occupational Cluster Test

1. D
2. A
3. E
4. F
5. C
6. B

7 thru 10. Any jobs in Human Care Occupational Cluster acceptable.

KEYS to 2.1:
1. Church School Worker
2. Child Guidance Counselor
3. Toymaker
4. Companion to the disabled or elderly
5. Babysitter

2.2: E A I E A

2.3: C E A D B

2.4: 4 3 5 2 1

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 3.0 Food and Nutrition Occupational Cluster Test

1. E
2. D
3. C
4. B
5. F
6. A

7 thru 10. Any jobs in Food and Nutrition Occupational Cluster acceptable.

KEYS to 3.1:
1. Bus Boy
2. Host/Hostess
3. Chef
4. Food and Drug Inspector
5. Peace Corps Worker

3.2: E I E I A

3.3: D C A E B

3.4: 4 1 2 5 3

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 4.0 Home Service Occupational Cluster Test

1. E
2. A
3. D
4. C
5. F
6. B

7 thru 10. Any jobs in Home Service Occupational Cluster acceptable.

KEYS to 4.1:
1. Laundry Room Worker
2. Hotel Manager
3. Custodian
4. Executive Housekeeper
5. Homemaker's Assistant

4.2: E I E I E

4.3: C E B A D

4.4: 2 5 1 3 4

KEYS TO T.P.O. AND I.P.O. TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 5.0 Clothing and Textiles Occupational Cluster Test

1. E
2. D
3. B
4. A
5. F
6. C

7 thru 10. - Any jobs in Clothing and Textiles Occupational Cluster acceptable.

KEYS to 5.1:
1. Clothing Store Stock Clerk
2. Fashion Designer
3. Fashion Journalist
4. Worker in Textile Factory
5. Textile Designer

5.2: A I I E E

5.3: D E A C B

5.4: 3 4 1 5 2

KEYS TO T.P.O. AND I.P.O TESTS

ORIENTATION TO HOME ECONOMICS OCCUPATIONS

KEY TO: 6.0 Housing and Home Furnishings Occupational Cluster Test

1. E
2. F
3. D
4. B
5. C
6. A

7 thru 10. Any jobs in Housing and Home Furnishings Occupational Cluster acceptable.

KEYS to 6.1:
1. Interior Decorator
2. Florist
3. Gift Shop Aide
4. Kitchen Planner
5. Decorator Aide

6.2: A E I A I

6.3: B E D A C

6.4: 3 5 2 4 1

APPENDIX

2.1.3: To order film - "JENNY IS A GOOD THING" -

telephone 359-0306 - Mrs. Roulhac

request dates needed

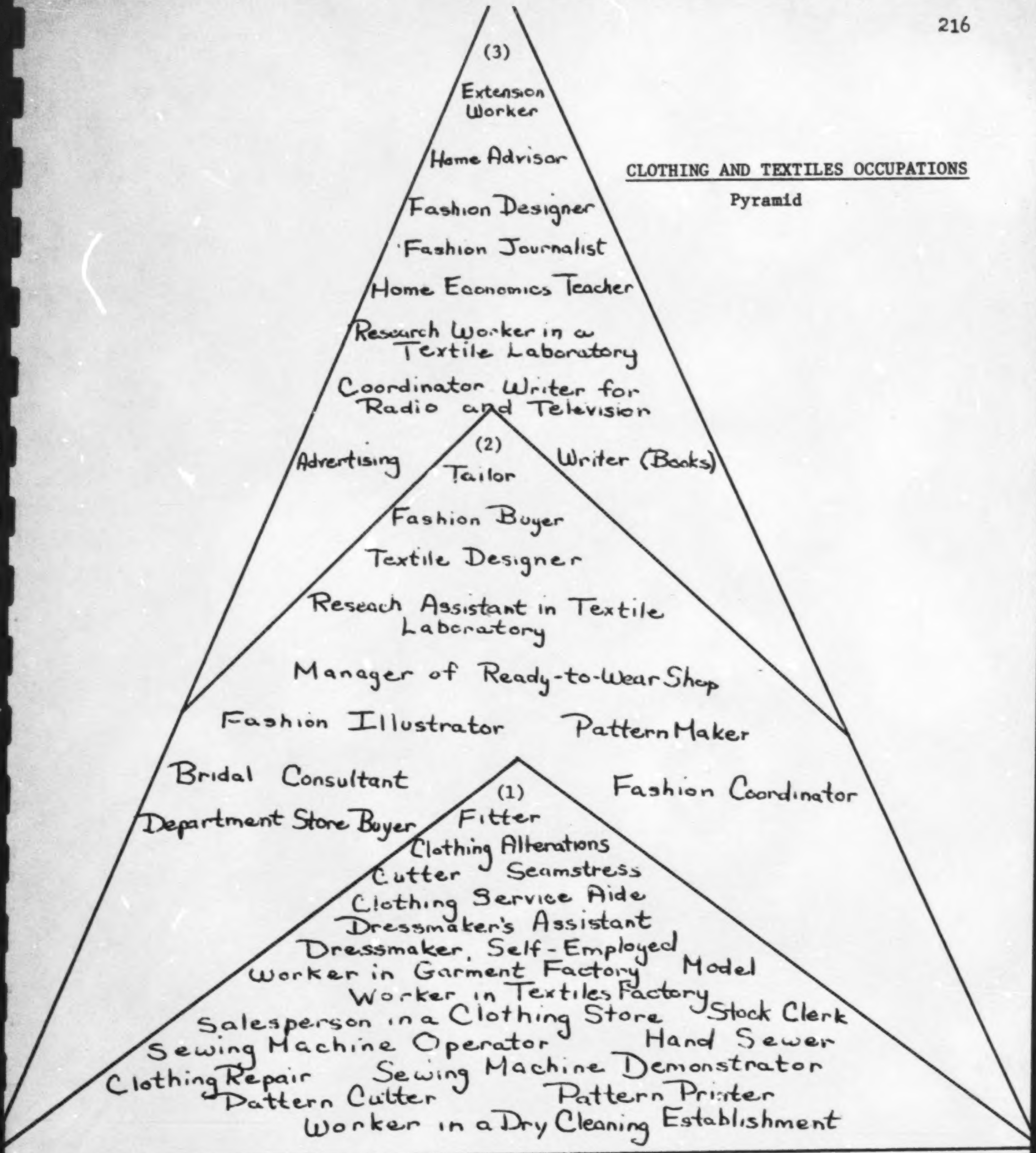
pick up and sign out for at:

Head Start Center
125 West Church Street - 4th Floor

return for next school use (only one copy available at present)

CLOTHING AND TEXTILES OCCUPATIONS

Pyramid


(3)
Extension Worker
Home Advisor
Fashion Designer
Fashion Journalist
Home Economics Teacher
Research Worker in a Textile Laboratory
Coordinator Writer for Radio and Television
Advertising
Writer (Books)
(2)
Tailor
Fashion Buyer
Textile Designer
Reseach Assistant in Textile Laboratory
Manager of Ready-to-Wear Shop
Fashion Illustrator
Pattern Maker
Bridal Consultant
Fashion Coordinator
Department Store Buyer
(1)
Fitter
Clothing Alterations
Cutter
Seamstress
Clothing Service Aide
Dressmaker's Assistant
Dressmaker, Self-Employed
Worker in Garment Factory
Model
Worker in Textiles Factory
Salesperson in a Clothing Store
Stock Clerk
Sewing Machine Operator
Hand Sewer
Clothing Repair
Sewing Machine Demonstrator
Pattern Cutter
Pattern Printer
Worker in a Dry Cleaning Establishment

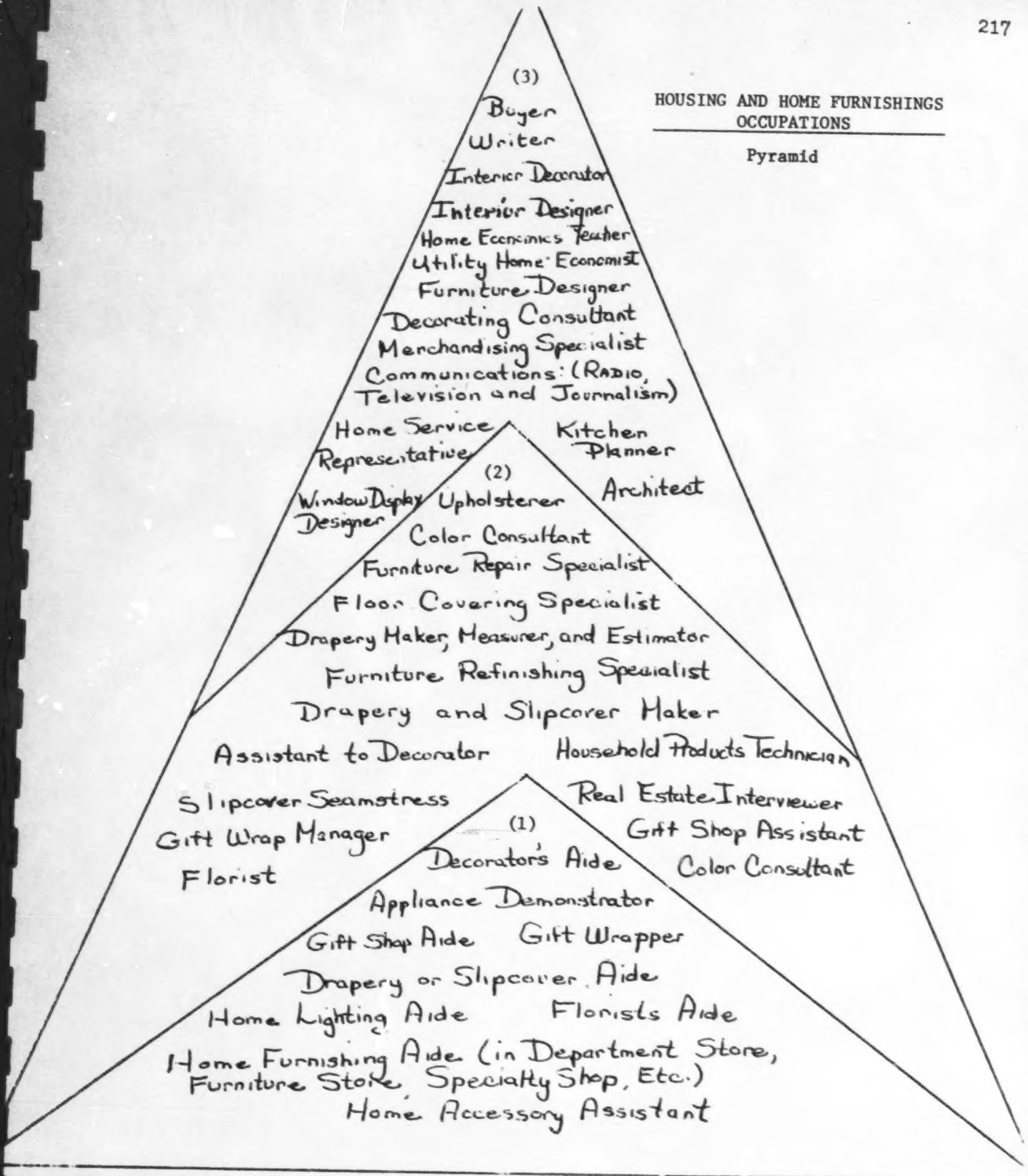
1 Entry Level - On-The-Job Training or High School Training

2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience

3 Advanced or Professional Level - Usually College or University Education - four or more years

HOUSING AND HOME FURNISHINGS OCCUPATIONS

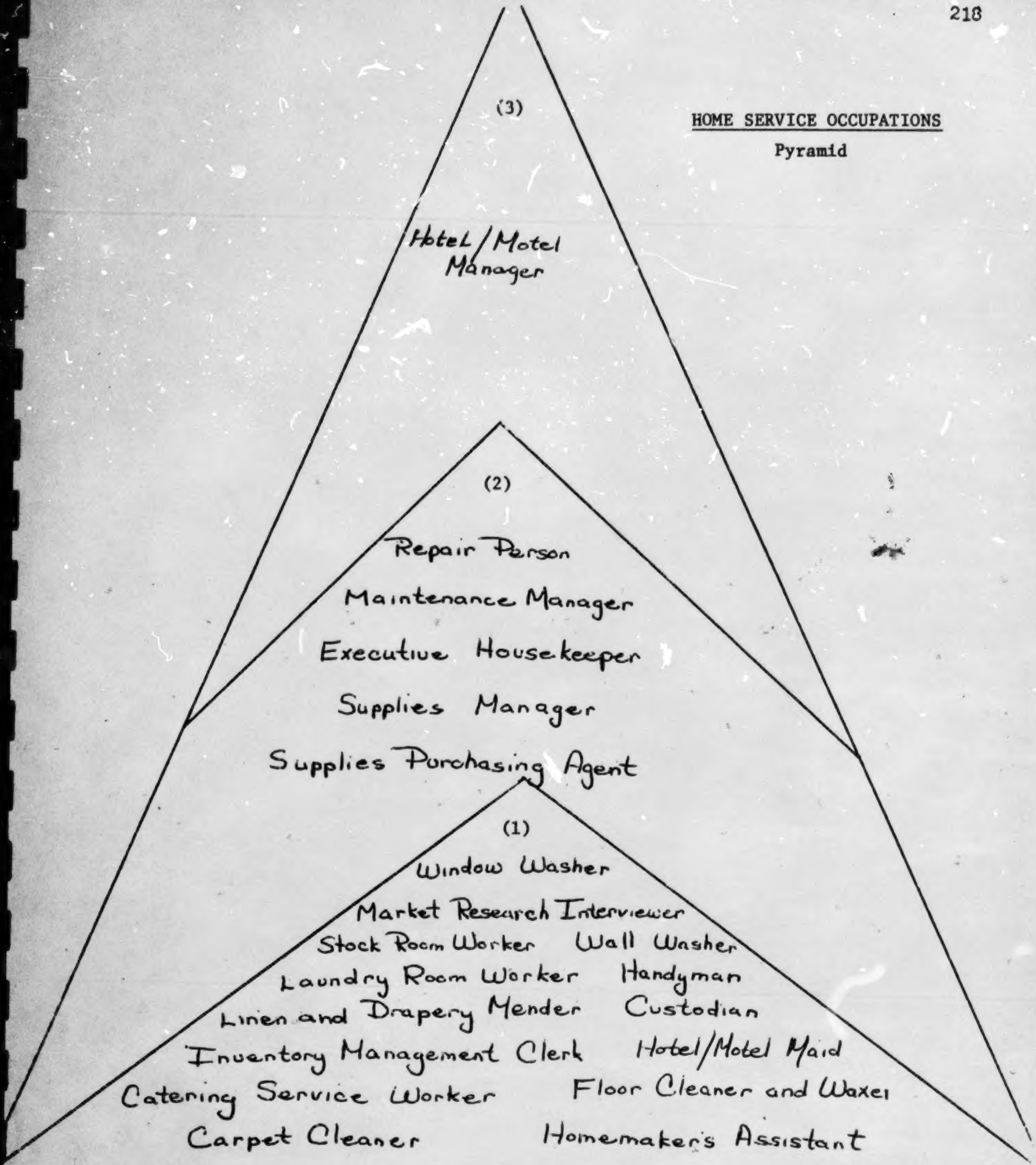
Pyramid


(3)
Buyer
Writer
Interior Decorator
Interior Designer
Home Economics Teacher
Utility Home Economist
Furniture Designer
Decorating Consultant
Merchandising Specialist
Communications: (RADIO, Television and Journalism)
Home Service Representative
Kitchen Planner
Window Display Designer
Architect
(2)
Upholsterer
Color Consultant
Furniture Repair Specialist
Floor Covering Specialist
Drapery Maker, Measurer, and Estimator
Furniture Refinishing Specialist
Drapery and Slipcover Maker
Assistant to Decorator
Household Products Technician
Slipcover Seamstress
Real Estate Interviewer
Gift Wrap Manager
Gift Shop Assistant
Florist
Color Consultant
(1)
Decorator's Aide
Appliance Demonstrator
Gift Shop Aide
Gift Wrapper
Drapery or Slipcover Aide
Home Lighting Aide
Florists Aide
Home Furnishing Aide (in Department Store, Furniture Store, Specialty Shop, Etc.)
Home Accessory Assistant

1 Entry Level - On-The-Job Training or High School Training
2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience
3 Advanced or Professional Level - Usually College or University Education - four or more years

HOME SERVICE OCCUPATIONS

Pyramid


(3)
Hotel/Motel Manager
(2)
Repair Person
Maintenance Manager
Executive Housekeeper
Supplies Manager
Supplies Purchasing Agent
(1)
Window Washer
Market Research Interviewer
Stock Room Worker
Wall Washer
Laundry Room Worker
Handyman
Linen and Drapery Mender
Custodian
Inventory Management Clerk
Hotel/Motel Maid
Catering Service Worker
Floor Cleaner and Waxer
Carpet Cleaner
Homemaker's Assistant

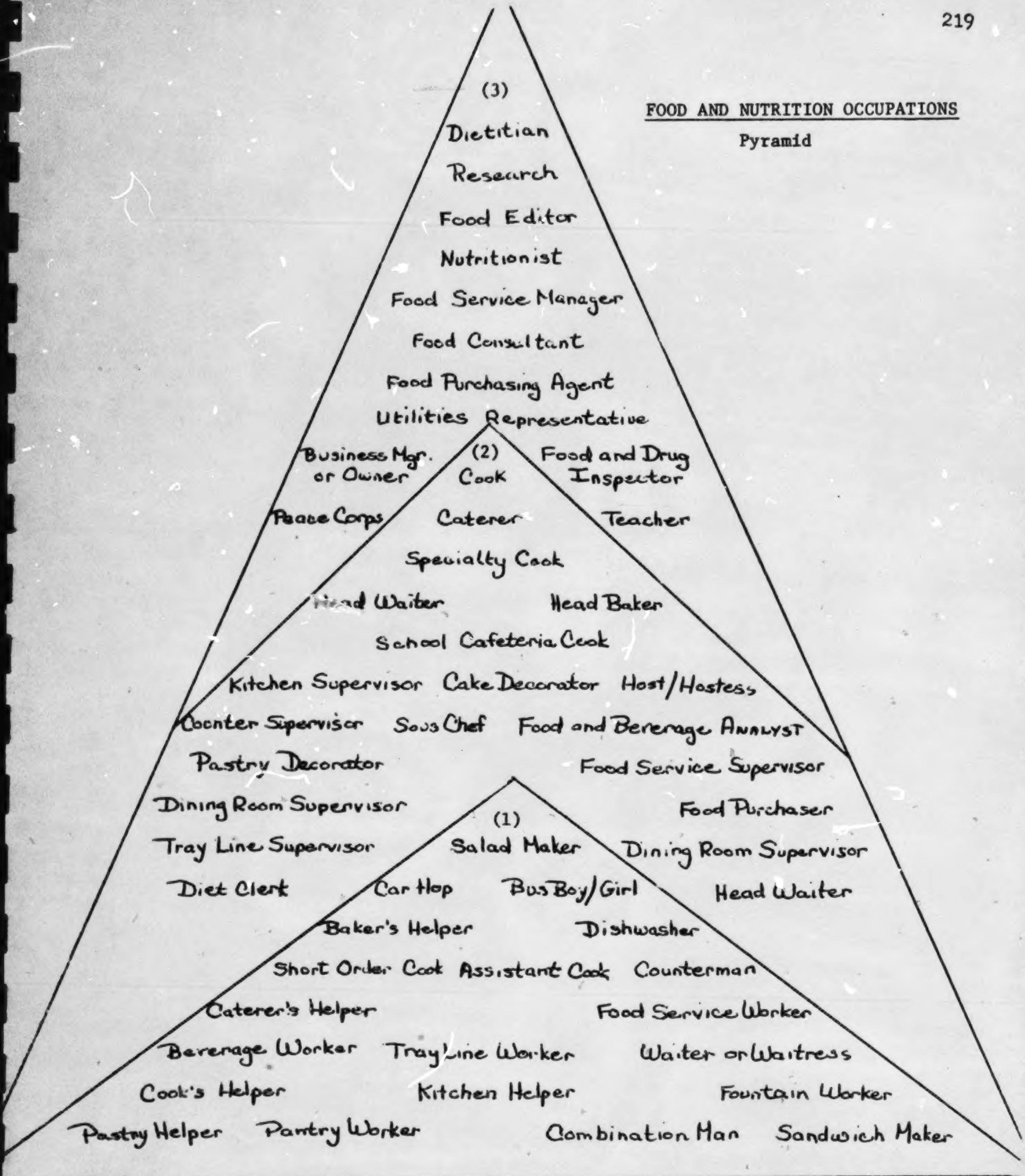
1 Entry Level - On-The-Job Training or High School Training

2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience

3 Advanced or Professional Level - Usually College or University Education - four or more years

FOOD AND NUTRITION OCCUPATIONS

Pyramid


(3)
Dietitian
Research
Food Editor
Nutritionist
Food Service Manager
Food Consultant
Food Purchasing Agent
Utilities Representative
Business Mgr. or Owner
(2)
Cook
Food and Drug Inspector
Peace Corps
Caterer
Teacher
Specialty Cook
Head Waiter
Head Baker
School Cafeteria Cook
Kitchen Supervisor
Cake Decorator
Host/Hostess
Counter Supervisor
Sous Chef
Food and Beverage Analyst
Pastry Decorator
Food Service Supervisor
Dining Room Supervisor
Food Purchaser
(1)
Tray Line Supervisor
Salad Maker
Dining Room Supervisor
Diet Clerk
Car Hop
Bus Boy/Girl
Head Waiter
Baker's Helper
Dishwasher
Short Order Cook
Assistant Cook
Counterman
Caterer's Helper
Food Service Worker
Beverage Worker
Tray Line Worker
Waiter or Waitress
Cook's Helper
Kitchen Helper
Fountain Worker
Pastry Helper
Pantry Worker
Combination Man
Sandwich Maker

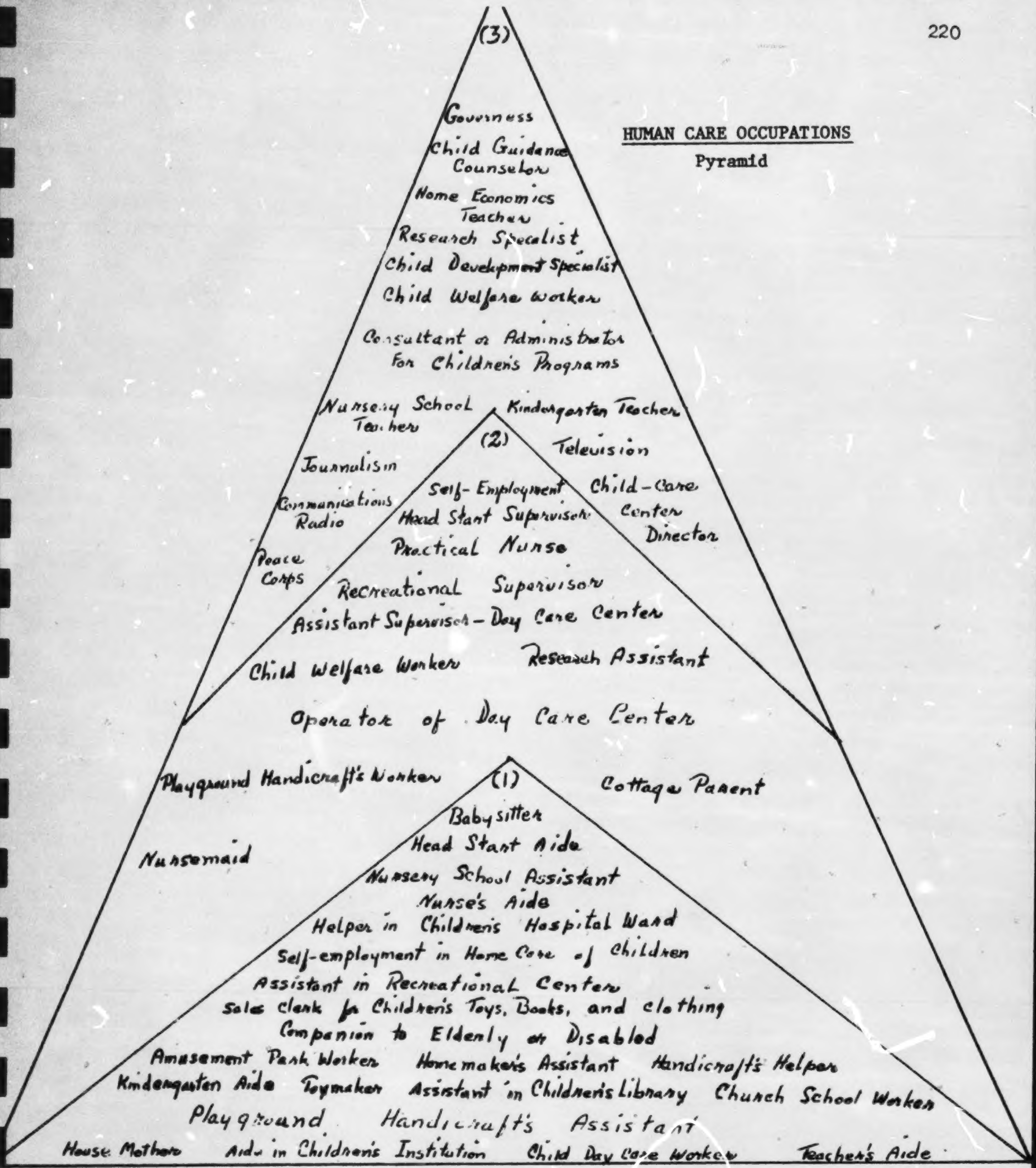
1 Entry Level - On-The-Job Training or High School Training

2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience

3 Advanced or Professional Level - Usually College or University Education - four or more years

HUMAN CARE OCCUPATIONS

Pyramid


(3)
Governess
Child Guidance Counselor
Home Economics Teacher
Research Specialist
Child Development Specialist
Child Welfare Worker
Consultant or Administrator for Children's Programs
Nursery School Teacher
Kindergarten Teacher
Television
Journalism
Communications Radio
Peace Corps
Child-Care Center Director
(2)
Self-Employment
Head Start Supervisor
Practical Nurse
Recreational Supervisor
Assistant Supervisor - Day Care Center
Child Welfare Worker
Research Assistant
Operator of Day Care Center
Playground Handicraft's Worker
Cottage Parent
Nursemaid
(1)
Babysitter
Head Start Aide
Nursery School Assistant
Nurse's Aide
Helper in Children's Hospital Ward
Self-employment in Home Care of Children
Assistant in Recreational Center
Sales clerk for Children's Toys, Books, and clothing
Companion to Elderly or Disabled
Amusement Park Worker
Homemaker's Assistant
Handicraft's Helper
Kindergarten Aide
Toymaker
Assistant in Children's Library
Church School Worker
Playground Handicraft's Assistant
House Mother
Aide in Children's Institution
Child Day Care Worker
Teacher's Aide

1 Entry Level - On-the-Job Training or High School Training

2 Intermediate Level - Two year Training in a Vocational-Technical School or Junior College or Skilled with Experience

3 Advanced or Professional Level - Usually College or University Education - four or more years

SUGGESTIONS FOR USING FHA IN THE CLASSROOM

To interpret F H A to school and community:

____ Serve Continental breakfast

Choose 15 community leaders from a master list compiled of county commissioners, professional people, the press and school administrators.

Breakfast includes a tour, talk and time out for refreshments

	PAGES
Committees - Duties - see F H A Resource Unit	17
Treasurer's Duties	19
Conducting Meetings	20-21
F H A Symbols	22-23
Ceremonies	24-25
Activities	26-27-31
Bulletin Board Ideas	41-43-45-47
Transparencies	49-53-55-65 67-69

Use officer leaders to introduce resource-people speakers.

...... recreation committee to serve refreshments

PRE-VOCATIONAL WORKSHOP TEACHER HAND-OUT

RATE OF LEARNING RETENTION RELATED TO TYPES OF LEARNING EXPERIENCES:

(UNIPAC - V. Mason)

10% of learning is remembered from READING

20% of learning is remembered from LISTENING

30% of learning is remembered from VIEWING

50% of learning is remembered from SEEING and HEARING

70% of learning is remembered from TALKING

90% of learning is remembered from DOING

EXPLORATION OF HOME ECONOMICS OCCUPATIONS

Letter to Parents and Students

Ask students to bring notebooks for classroom filing - for storing hand-outs. (Teacher could provide folder for students who don't)

Tests

TPO Test could be used as a pre-test (if time??). "Correctly answering" could mean by writing or orally. Give tests orally to group of non-reading students.

Pyramid

Intermediate level = skilled or technical

Food and Nutrition

Food handlers must take City Health Department Food Handler's Course; no longer need health card.

Housing and Home Furnishings

Men are preferred for job of drapery maker.

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HUMAN CARE

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Wylie, Jane. A Creative Guide for Pre-schooler Teachers New York: Western Publishing Company (paperbound edition - $3.95)

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Careers in Relations and Child Development American Home Economics Association

Choosing Toys for Children of All Ages American Toy Institute, Inc., 200 Fifth Avenue, New York, N.Y. (other pamphlets are available)

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"Play - A Learning Medium for Pre-School Children" J. C. Penney

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3M Visual Products Box 300 St. Paul, Minnesota
"Personality and Appearance"
"Safety for Children"
"Selection of Toys"

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2. How to Keep Cleaning Tools Clean
3. Simple Housekeeping Tools Every Homemaker Needs
4. How to Take the Work Out of Housework
5. 300 Ways to Save Time in Homemaking

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Paging All Women Johnson's Wax

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A Date With Your Future Educational Division Institute of Insurance 277 Park Avenue New York, N. Y. 10017

Career Packet Current Edition American Home Economics Association

Color, Texture, Design in Space Consumer Relations Cincinnati: Sperry and Hutchinson Company 3003 East Kemper Road 45241

Floral Design Program Research Coordinating Unit State Educational Building Santa Fe, New Mexico 87501

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"A Career In Fashion Distribution" No. 83356

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